Policies, Services and Capacity of Canadian Universities to Enrol International Students

February, 1990

International Division
Association of Universities and Colleges of Canada

Contents

Title	Page
Acknowledgements	ii
Executive Summary	iii
Summary of Findings	iv
Summary of Recommendations	vi
List of Abbreviations	ix
I. INTRODUCTION	1
1.1 Study Objectives and Background	1
1.2 International Student Enrolment	2
1.3 Study Methodology	4
1.4 Report Outline	6
II. POLICIES & SERVICES	7
III. CAPACITY	10
3.1 Modification of Enrolment Levels	10
3.2 Geographic Priorities	13
3.3 Preferred International Student Mix: Level of Study	14
IV. MARKETING & PROMOTION ACTIVITIES	14
4.1 Current Activities	15
4.2 Planned Activities	16
4.3 Assessment of Promotional Efforts: General	18
4.4 The Role of Governments	21
4.5 Attracting International Students: Who Should Do More?	22
V. CANADIAN HIGHER EDUCATION IN A GLOBAL CONTEXT	22
5.1 The Performance of Canada and Its Universities and Colleges	22
5.2 Other Institutional Comments	23
VI. RECOMMENDATIONS	24
VII. CONCLUDING REMARKS	28
Appendices	

Acknowledgements

I would like to express our appreciation to the Department of External Affairs for the grant which has made this study possible, and in particular to **Dr. Mary Jo Lynch** and **Mr. Nat Stone** for their cooperation.

Completion of the study has depended on the contributions of many individuals. **Eva Egron-Polak** and **Ken Doiron** of the International Division prepared the questionnaires, analyzed results and are the principal authors of the report. **Herbert O'Heron**, of the Research, Policy and Planning Division contributed substantial time and effort by entering data, preparing graphics, and providing advice on data analysis. **Robert Davidson**, from the same division, commented on the draft questionnaires and was available for consultation.

Several university representatives provided helpful comments on the draft questionnaires. In particular, thanks must go to **Dr. Kenneth Hughes**, former President of the Canadian Association of Graduate Studies, **Dr. Thomas Ryan** of Carleton University, **Dr. Niall Gogan** and **Dr. Wayne Ludlow** of Memorial University of Newfoundland and **Mr. Gregory Marcotte**, formerly of the University of Ottawa and now of the Ontario Universities' Application Centre.

Representatives from the Association of Registrars of Universities and Colleges of Canada and the Council of Ministers of Education, Canada also provided useful feedback during the preparatory phase of this study.

I wish to thank members of the International Division, in particular, **Dr. Elisabeth Barot** and **Dr. Robert Clarke**, who commented on the draft report.

Finally, and most important, this report could not have been completed without the contribution of the many university representatives who completed the questionnaires. The information which they have provided has been vital to the overall exercise. I would like to extend to them our sincere thanks for their time and effort.

While the contributions of all of the above persons are appreciated, final responsibility for the presentation of this report and any errors or omissions must, of course, rest fully with the International Division of AUCC.

John Berry
Director
International Division

Executive Summary

Most Canadian universities have found participation in international activities to be a source of great benefit. Hosting international students is an activity of particular importance.

Federal-provincial consultations on international student enrolment in Canada have been ongoing for some time. The federal government has undertaken to prepare a strategy on the marketing and promotion abroad of the Canadian higher education system.

Canadian universities have the most crucial role to play in determining how Canada projects and promotes its higher education system abroad. Therefore, the AUCC has insisted that its member institutions be fully consulted before any proposed strategy is developed by the federal government. The present study constitutes a key element of that consultative process.

According to responses from universities, all institutions are pleased to have international students. However, universities remain concerned about a number of constraints which inhibit their capacity to enrol international students, among them, lack of adequate student financial support, insufficient numbers of quality candidates and differential fees.

In terms of marketing and promotion, the universities view themselves as by far the most important and effective actors in this process. Most other mechanisms and bodies are judged less important in increasing international student enrolment.

The performance of both levels of government in marketing and promotional activities is judged to be lacking by Canadian universities. Underlying many of their concerns is the need for increased program, scholarship and recruitment funding, all of which affect their capacity to accept international students. But there are other tangible ways in which governments can do more, such as improving the quality and quantity of academic information and counselling services offered at Canadian diplomatic missions abroad and providing technical assistance to smaller establishments in Canada.

Most Canadian universities have not identified particular regions of the world as priorities in their marketing and promotion efforts. There is a desire to increase overall enrolment of international students. Respondents also indicated a wish to attract both undergraduate and graduate students, with particular interest in the latter.

There is general consensus that more must be done to promote Canada and its universities abroad. There is some support for the establishment of a central body to promote universities abroad. However, the universities must retain a key role in any planning for such an initiative.

Summary of Findings

Policies and Services

1. A relatively small number of universities reported having written policies regulating international student enrolment with respect to numbers, ratio to overall enrolment, country of origin or discipline.

2. Among universities which have international student policies, there is no broad consensus that these policies have had a major impact on international student enrolment.

3. The absence of written policies bears little if any relation to the size and quality of infrastructure that many institutions have put in place to serve enrolled international students.

4. The majority of universities provide specialized services to cater to the needs of international students.

Capacity

5. No Canadian university is attempting to reduce the overall number of international students at any level. Universities are either seeking to increase or (in fewer numbers) maintain international student enrolment at current levels.

6. The vast majority of universities do not have, at the institutional, undergraduate or graduate levels, overall ceilings on international student enrolment. The same is generally true among individual departments.

7. Insufficient student financial support, lack of quality candidates and differential fees are cited as key constraints on the capacity of institutions to enroll international students.

8. Overall, universities feel that efforts should be made to attract both undergraduate and graduate students. Among those desiring to attract one or the other type of student, twice as many want to attract graduate, rather than undergraduate, students.

Marketing and Promotion

9. Few institutions explicitly prioritize countries or regions in their marketing efforts. There may be an interest in certain regions or countries, rather than an articulated prioritization.

10. The universities view themselves as being by far the most important of all bodies and mechanisms involved in facilitating higher enrolment of international students.

11. Information provided through mail or telephone is the mechanism used most heavily, and judged the most effective, by a large majority of institutions engaged in promotional and recruitment activities.

12. Informal recruiting by faculty is viewed as a very important facilitator of international student enrolment.

13. A slight majority of respondents have been involved in promotional and recruitment activities during the past three years. Of these, few feel that their overall efforts have had a visible and important impact on international student enrolment.

14. Small institutions tend to be less involved both in promotional and recruitment activities and in planning such activities for the future.

15. CIDA is the only government body whose role in facilitating higher enrolment of international students was judged important by a large number of universities.

16. Canadian universities stress that both levels of government should be playing a much more important role in facilitating higher enrolment of international students.

Canadian Higher Education in a Global Context

17. A majority of universities feel that Canadian higher education institutions should do more to promote Canada as a destination for international students.

18. A majority of universities feel that Canada as a nation should be doing more to promote its universities and colleges abroad.

19. A majority of universities agree that a Canadian body should be designated to promote Canadian educational institutions internationally. However, few are prepared to provide financial support to such a body.

Summary of Recommendations

1. It is recommended that Canada undertake vigorous coordinated efforts to attract both undergraduate and graduate level students.

2. It is recommended that any government strategy to market and promote Canada's higher education system abroad be developed only after full consultation with and ongoing participation by Canadian universities.

3. It is recommended that the federal and provincial governments give explicit policy recognition to the value of international students to Canada as a whole and that resources be made available to promote greater public (including members of the university community) awareness of this value.

4. It is recommended that provincial governments allocate, on a priority basis, appropriate funding increases to universities, such funding being an essential prerequisite to the development of a marketing strategy to increase the flow of international students to Canada.

5. It is recommended that both levels of government acknowledge and support the resources, expertise, and current practices of the universities in the area of promotion and marketing. In consultation with the universities, consideration should be given to devising effective means of complementing and enhancing these efforts. Specifically, by providing financial support, governments should promote and facilitate the development of contacts between Canadian faculty and academic colleagues abroad.

6. It is recommended that if a new marketing and promotion strategy is implemented, it should recognize the complexity and variety of the Canadian university system. Due provision should be made to address the unique problems and needs of small, undergraduate, regional institutions. Where desired by institutions, assistance may also need to be given to plan future institution-level marketing and promotion activities.

7. i) It is recommended that the federal government give higher priority <u>at the mission level</u> to the creation of a positive image of Canada's higher education system.

   ii) It is recommended that greater attention be given to the dissemination of quality information on the

Canadian university system. With appropriate assistance by the AUCC, universities should be consulted on the current process of distributing university documentation with a view to identifying problems and how they might be rectified.

iii) It is recommended that both levels of government strive to ensure that staff at diplomatic posts have, or are capable of developing, in depth knowledge of higher education in Canada.

iv) It is recommended that the government consult with the AUCC regarding possible training opportunities for those overseas officers who deal with higher education matters.

v) It is recommended that priority be given to expediting the student visa approval process.

8. It is recommended that provincial governments re-examine their policies with respect to the imposition of differential student fees and, in consultation with universities affected, either move towards their elimination or reduction.

   It is further recommended that, while differential fees remain in effect, provincial governments consult with universities on current policies and practices regarding the manner of distribution of differential fee revenues to the universities, to ensure that this does not act as a disincentive to the recruitment of international students by universities.

9. It is recommended that the federal and provincial governments make more scholarships and bursaries available to international students in need. Where scholarships and bursaries are not available, wider differential fee exemptions should be introduced.

10. It is recommended that if a marketing strategy is implemented, it include a global coordination of efforts, based on consultation with the universities.

11. It is recommended that professional staff designated as education officers at Canadian diplomatic missions abroad strive to identify high quality candidates and that such students be offered every encouragement to study in Canada.

12. It is recommended that the federal government explore with the university community possible means by which government, through its missions abroad, might usefully collaborate with alumni to the benefit of institutions in Canada.

13. It is recommended that representatives of the AUCC, CBIE and WUSC discuss the issue of their respective roles in the facilitation of international student enrolment and that, in consultation with and the concurrence of the university community, a clearer definition of these roles be formulated.

14. It is recommended that if the establishment of a central marketing body is being contemplated as part of an overall government strategy, such action be undertaken only on the basis of full consultation with and cooperation of the universities.

List of Abbreviations

AUCC	-	Association of Universities and Colleges of Canada
ACCC	-	Association of Canadian Community Colleges
CBIE	-	Canadian Bureau for International Education
CIDA	-	Canadian International Development Agency
CME	-	Council of Ministers of Education, Canada
NGO	-	Non-Governmental Organization
ODA	-	Official Development Assistance
WUSC	-	World University Services of Canada

I. INTRODUCTION

The internationalization of Canada's higher education system has been a subject of much discussion in recent years. While the international involvement of some universities and colleges remains limited, most have found the world stage to be a source of considerable opportunity, and continue to nurture active links with other countries. They seek to foster contacts in a variety of ways -- through exchanges of students and faculty, collaboration on research, provision of consulting services, ODA-funded institutional co-operation, participation in international education-related fora, and other formal and informal arrangements. Whatever its form, international activity is viewed by most institutions as being an important part of their educational mission.

1.1 Study Objectives and Background

The main objective of this report is to discuss a number of key elements of Canadian university involvement in the international domain, most particularly institutional capacity to accept international students. The report will investigate and analyze institutional policies, practices and views relating to the recruitment of international students. It will also attempt to explain and analyze the institutional perspective on what governments, non-government organizations, the private sector, the institutions themselves and others should be doing do make Canada's postsecondary education system an attractive option for students from other countries.

The Association of Universities and Colleges of Canada has been interested for some time in acquiring more detailed information concerning the views of its member institutions on questions relating to international student enrolment in this country. At the same time, federal-, ovincial consultations on the issue have been ongoing, and the federal government has undertaken to draft a strategy for the promotion and marketing abroad of the Canadian postsecondary education system.

The AUCC's longstanding position has been that any proposed marketing strategy must be based on sound information and take account of the articulated capacities and objectives of the universities themselves. The Association thus responded positively when it was invited by the Department of External Affairs to submit a proposal to conduct a survey of Canadian universities and colleges to ascertain their views on international student enrolment and related issues. The proposal was subsequently accepted and a grant made to the AUCC to assist in carrying out the survey. The Association of Canadian Community Colleges is conducting a parallel survey of its member institutions.

1.2 International Student Enrolment

It is important to observe that "international student" is a term encompassing a wide variety of students who come to Canada for various reasons and are subject to very different opportunities and constraints. A detailed study should ideally disaggregate the flow of international students along several different dimensions, including: country or region of origin (e.g., Europe/USA, Asian NICs, LDC's, etc.); receiving province (from point of view of differential fees); discipline being studied; level of study (undergraduate, graduate, post-doctoral); and, type of funding (self-funded, Canadian university support, CIDA or other scholarship, sending government funding). Virtually any policy or procedure will impact quite differently on flows of students, depending on where they are located within each of these five categories.

It is recognized by the AUCC that priorities regarding international student enrolment may vary widely, both at the institutional and provincial levels. There may be, even within an institution, simultaneous calls for increases, decreases or maintenance of the status quo on the number of international students enrolled depending, for example, on the discipline or level of studies involved. On the other hand, different sectors of society may hold divergent views as to the most desirable mix and quality of international students which should be sought. This variety of views could include calls for selection based on criteria such as level of study and country of origin, among others. All of these perspectives have contributed to the size and makeup of Canada's current international student population. A brief review of the data on international student enrolment may therefore help to place the study in context.

In terms of overall enrolment, the number of full-time international students registered in Canadian universities stood at 24,779 in 1988-89, compared with 21,555 in 1975-76. Expressed as a proportion of overall enrolment, international student enrolment in 1988-89 was 5.0%, down from 5.8% in 1975-76. The proportion has fluctuated over the intervening twelve years, and has never been greater than 7.2% (1982-83).

From the perspective of level of study, Canada's universities have also attracted proportionately fewer undergraduate than graduate students. In 1988-89, the proportion of undergraduate students from abroad was 3.3% of total undergraduate enrolment, while international graduate students comprised 17.5% of total graduate enrolment. Information on the proportion of international students to overall enrolment is illustrated more fully in Table 1.1 below.

Table 1.1

	International Student Enrolment			International Students as a Proportion of Total Enrolment in Canadian Universities (Excluding Students whose Immigration Status is Unknown)		
	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
1975-76	13,664	5,891	21,555	4.0%	14.4%	5.0%
1976-77	16,201	6,515	22,716	4.0%	15.7%	6.0%
1977-78	16,181	6,815	22,996	4.0%	16.4%	6.1%
1978-79	16,219	7,173	23,392	3.8%	17.0%	6.4%
1979-80	15,861	7,003	22,864	4.0%	16.4%	6.2%
1980-81	17,128	7,484	24,612	5.1%	16.8%	6.4%
1981-82	20,112	8,379	28,491	5.7%	17.8%	7.1%
1982-83	22,075	8,702	30,777	5.9%	17.3%	7.2%
1983-84	22,251	8,599	30,850	5.6%	16.2%	6.8%
1984-85	20,460	8,658	29,118	5.0%	15.0%	6.3%
1985-86	17,465	8,591	26,056	4.2%	15.7%	5.8%
1986-87	15,126	8,928	24,054	3.6%	15.8%	5.1%
1987-88	14,005	9,330	23,335	3.3%	16.0%	4.8%
1988-89	14,353	10,426	24,779	3.3%	17.8%	5.0%

(Source: Statistics Canada, University Students Information System, 1989)

Turning to the geographic distribution of international students in Canada, it is noteworthy that enrolment in all regions of the country in 1988-89 was down from 1983-84 enrolment levels. Some provinces, such as Alberta, British Columbia and Quebec have shown evidence of moderate growth since 1986-87. Others, such as Manitoba and Nova Scotia, have registered steady declines in enrolment since 1984-85. Ontario, having the largest population of university students from abroad, saw its complement of international students decline steadily from 15,139 in 1983-84 to 9,523 in 1988-89 (up slightly from 8,788 in 1987-88). The distribution of international students in Canada by province and region is shown in Table 1.2 below.

Table 1.2

Full-Time International Students
At Canadian Universities - By Province

	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
Newfoundland	331	334	290	273	290	297
Prince Edward Island	26	27	18	37	30	34
Nova Scotia	1,805	1,751	1,601	1,456	1,444	1,482
New Brunswick	724	671	601	542	513	615
Quebec	5,719	5,603	5,188	5,075	5,162	5,603
Ontario	15,139	13,299	10,955	9,460	8,788	9,523
Manitoba	2,110	2,250	2,082	1,904	1,905	1,613
Saskatchewan	825	982	1,101	1,155	1,077	943
Alberta	2,383	2,415	2,380	2,438	2,569	2,670
British Columbia	1,888	1,826	1,840	1,814	2,017	2,199
Canada	30,850	29,118	26,056	24,054	23,335	24,779
Atlantic	2,786	2,743	2,510	2,308	2,277	2,428
Quebec	5,719	5,603	5,188	5,075	5,162	5,603
Ontario	15,139	13,299	10,955	9,460	8,788	9,523
Western	7,206	7,473	7,403	7,211	7,168	7,225

(Source: Statistics Canada, University Students Information System, 1989)

Another important characteristic of the enrolment of international students in Canada's universities can be identified by looking at countries of origin. While overall, Canada attracts students from many countries, the bulk of its international students originate from very few countries. The current situation respecting country of origin was very well described in a recent study conducted by the Secretary of State. The study noted that:

> Students from over 175 countries studied in Canada in 1987-88. However, a very large proportion of these students come from a small number of countries. In that year... the top ten countries of origin provided 59.6% of the post-secondary international students. Indeed, 41.4% came from just four countries: Hong Kong, the United States, Malaysia and China. Six of the top ten source countries are in Asia.[1]

It has been estimated that there are currently over one million postsecondary students studying outside their country of origin. Of this, the United States as a host country accounts for approximately one out of every three international students, and is the recipient of the largest number of students from outside its borders. The US was followed (in 1986) by France, the Federal Republic of Germany, the USSR, the United Kingdom and Canada (Canadian figures show university students only)[2]. It is Canada's relative position in the world as a host to international students, as well as the apparently greater success of other countries' marketing efforts which has prompted Canada to re-examine its own practices and priorities in this area.

1.3 Study Methodology

Preparation for the present study has involved consultation with many individuals and organizations associated with higher education in Canada. In drafting the questionnaires used to gather information, the AUCC sought input from the Department of External Affairs, CME, C, associate members such as the Canadian Association of Graduate Studies and the Association of Registrars of Universities and Colleges of Canada and, not least important, a number of its institutional members. The interests of these various groups are quite diverse, and every effort has been made to incorporate into the final questionnaires suggestions made

---

[1] Department of the Secretary of State Canada, International Students in Canadian Post-Secondary Education (Ottawa: 1989), p.13.

[2] Ibid., p. 21

throughout the drafting process.

A concern expressed by university representatives was that the completion of the survey documents at each institution should include input which was as broadly-based as possible. The AUCC recognizes that Canadian universities and colleges are complex institutions, whose opinions, concerns and perceptions are not always homogeneous. While lack of time and resources did not permit exhaustive surveys at the departmental level, for example, the AUCC has nevertheless made an effort to ensure that the data gathering process reflected this institutional complexity.

Following consultation, it was decided to send three questionnaires to the executive head of each institution: first, a questionnaire designed to solicit information on policies, practices, constraints, objectives and other views at the institutional level, and second, two questionnaires designed to obtain similar information at the undergraduate and, where applicable, graduate levels. It was expected that all three questionnaires would be completed, in a consultative manner, by individuals who could bring to the task a broad knowledge of affairs at the applicable levels.

The names of those university officials who completed the questionnaires are attached to this report as Appendix A. In all, approximately 120 university representatives from seventy-one institutions were involved in completing the questionnaires. Among these are: eight executive heads; twenty-six vice-presidents (including associate and assistant vice presidents); twenty-eight registrars and directors of admissions (including associates and deputies); twenty deans (including associate deans); twenty-one directors and assistant directors (some of whom may be international liaison officers) of international centres, centres for international studies, council for international cooperation, liaison, student records, research and graduate studies; and lastly, two respondents who identified themselves specifically as international liaison officers (these officials were an international programs officer and a faculty member).

1.3.1 Sample Size and Data Analysis

The present report is based on a high response rate: seventy-one out of the AUCC's eighty-eight member institutions returned at least one completed questionnaire. This study is based on an analysis of data from sixty-five completed and returned institutional questionnaires, fifty-nine undergraduate questionnaires and forty-seven graduate questionnaires. In order to ensure as high a response rate as possible, extensive telephone follow-up was conducted by the staff of the International Division prior to and immediately following the

deadline for return of questionnaires. Among universities which did not return completed questionnaires, seven advised by letter or verbally that they would not be doing so (e.g., the military colleges and some federated institutions). The balance of institutions did not return questionnaires for unspecified reasons.

It may also be appropriate to comment briefly on how the design of the questions, and other factors, may impact on the results and their interpretation. Questionnaires were sent out only after extensive consultation regarding the overall design of the questionnaires and the nature of the questions asked. However, certain questions still received many "Not Applicable" responses, were answered incompletely, or not at all.

A number of possible explanations may be offered for this type of response: first, respondents may have found certain questions difficult or impossible to answer due to lack of information; second, some of the questions may have been not applicable to the institution's administrative or academic structure or practices; and finally, questions may have been unclear (as indicated by at least one respondent).

In order to achieve a more meaningful analysis, the responses to a number of questions have been examined according to institutional size[3] and Canadian geographic location[4]. For the most part, the questions chosen for this type of analysis were of a general nature and their responses sufficiently large and aggregated to allow analysis by this means. In other instances, the already limited overall sample size has been further reduced by low response rates. Responses to scaled questions, in particular, have resulted in a level of disaggregation that

---

[3] Reference to institutional size in this report will be based on overall enrolment according to the following classification: Small (up to 2000), Medium (2000 to 10000) and Large (over 10,000). Enrolment is calculated according to full-time equivalency (FTE) -- the total of full-time students plus (part-time students divided by 3.5).

Of the universities which responded to the institutional questionnaire, 23 are considered small, 22 medium and 20 large.

[4] In this report, classification of Canadian universities by region will be according to the following breakdown: East, Quebec, Ontario and West.

Of the universities which responded to the institutional questionnaire, 14 are located in the East, 11 in Quebec, 22 in Ontario and 18 in the West.

makes analysis of results according to size and region of limited value.

1.4 Report Outline

This report will present only the highlights of the findings and the most important issues. For those interested in examining in detail how each question was answered, the aggregate results have been presented in the questionnaires attached as Appendix B. In general, the report is organized in accordance with the design of the questionnaires. Each part of the report will address certain sections of the institutional questionnaire, and corresponding parts of the undergraduate and graduate questionnaires.

Part II of the report examines whether universities have established policies to regulate international student enrolment and whether infrastructure is in place to serve the needs of enrolled international students. It addresses mainly questions 1 - 4 and question 8 of the institutional questionnaire. Part III, which analyses present capacity to accept international students and institutional perceptions of the constraints within which they operate, relates to institutional questions 5 - 7, 14, 15, and 24.

Part IV of the report presents a summary of institutional marketing and promotion activities, and analyzes how institutions perceive their own efforts as well as those of other actors. Responses to institutional questions 9, 12, 13, 16, 18 - 22 and 25 provided most of the data needed for this section.

The objective of Part V is to present a sense of the general direction which institutions would like Canada to take in the future in the promotion abroad of its higher education system. It covers principally institutional questions 17, 23 and 26. Part VI will provide recommendations as to what action governments and others should take in response to concerns expressed by the university community. General conclusions will be presented in Part VII.

II. POLICIES & SERVICES

In general, written policies in Canadian universities do not have a major impact on international student enrolment. A relatively small number of institutions (just over one-quarter) have written policies regarding international student enrolment. For the most part, the policies regulate either the number of international students or their ratio to overall enrolment. Very few regulate either with respect to country of origin or discipline.

In terms of institutional size, at least half of the universities

having written policies are large institutions, as shown in Figure 2.1. Location in Canada, on the other hand, seems to have no impact on this issue. The regional distribution of universities with policies is shown in Figure 2.2 below.

Figure 2.1

International Student Policy
By Size of Institution

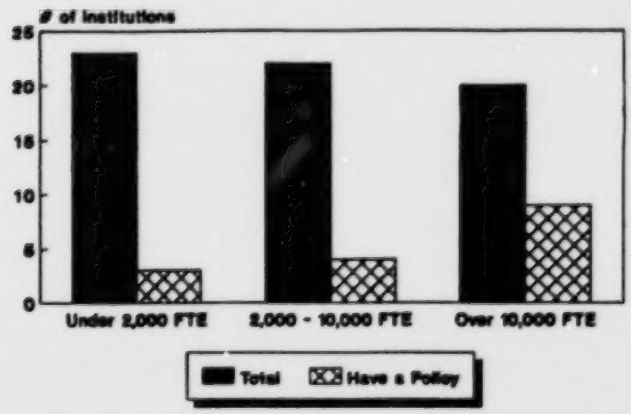
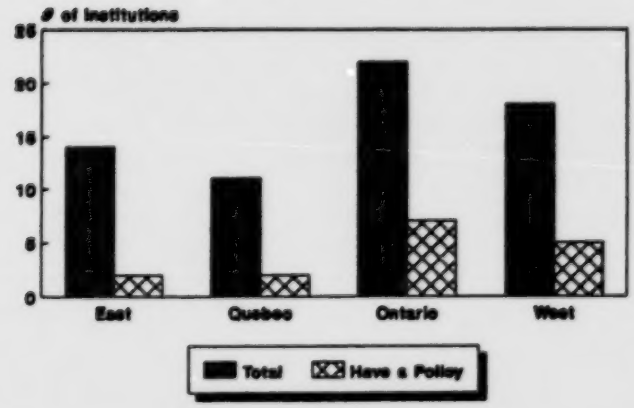


Figure 2.2

International Student Policy
By Region of Institution



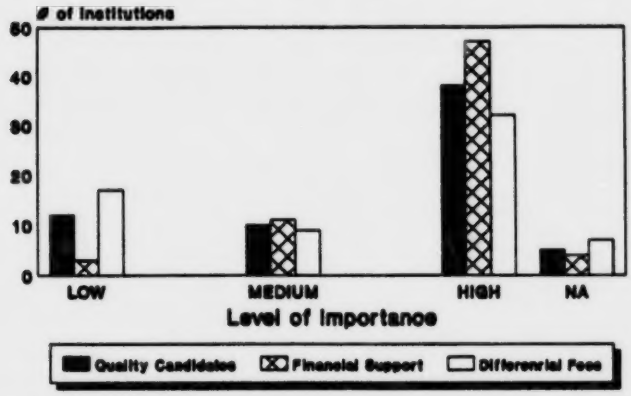
Among the relatively few universities which reported having international student policies, there is no broad consensus that these policies have had a major impact on international student enrolment. Only three institutions reported that the policy

plays a very important role, while the balance felt that it was either somewhat important or were unable to assess the policy's influence.

Of course, the effectiveness of such a policy cannot be isolated from other issues. Results show that there are a number of factors which are regarded by institutions as key constraints on international student enrolment. The three most important constraints identified by the universities are insufficient student financial support, lack of quality candidates and the existence of differential fees. Figure 2.3 below shows graphically how the importance of each of these constraints was rated at the institutional level.

Figure 2.3

Top Three Constraints
On International Student Enrolment



Responses to the same question at the undergraduate and graduate levels correspond with those at the institutional level.

Results also indicate that the absence of written policies in a large number of Canadian universities appears to bear little relation to the size and quality of infrastructure that is in place to serve the needs of international students. The majority of universities offer a number of services specifically for enrolled international students. Almost all offer counselling services, while at least three-quarters of the institutions provide an orientation program to international students. Most of the remaining services (except French language training and special housing services) were reported as being offered by at least half of the respondents.

III. CAPACITY

Canadian universities do not wish to see a decline in the number of international students, and lean towards increasing, rather than limiting, their numbers. No widespread effort is being made to impose enrolment limits. Universities also generally seek to increase the proportion of international students from many regions of the world, without restricting themselves to explicitly-stated geographic priorities.

3.1 Modification of Enrolment Levels

Institutional level[5]: In general, Canadian universities are of the view that the overall number of international students should not be reduced. When asked whether they were trying to increase, decrease or maintain the total number of international students, no institution reported making efforts to decrease the number of international students. Just over half of the universities reported trying to increase overall international student enrolment, while the remainder of those who responded are attempting to maintain enrolments at their current levels.

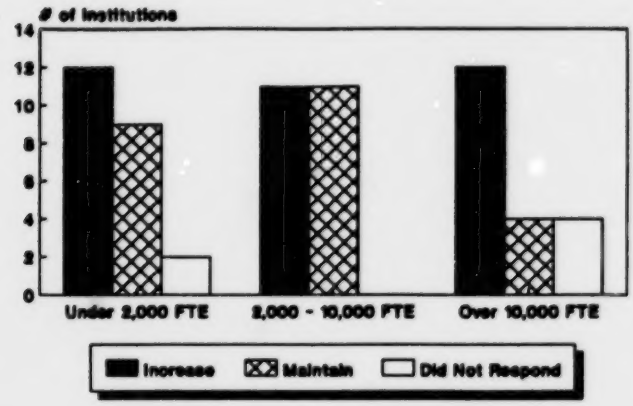
If these findings are analyzed according to institutional size, it may be observed that large institutions are more inclined to increase, rather than maintain, the number of international students. Small and medium sized institutions are almost as likely to maintain numbers at current levels as they are to increase them. The differences in approach are illustrated in Figure 3.1 below.

---

[5] Where used as headings in this report, "Institutional level" signifies that the results of the institutional questionnaires are being analyzed. "Study level" means that the results of the undergraduate and graduate questionnaires are being examined. "Departmental level" indicates that those questions in the undergraduate and graduate questionnaires which refer to disciplines (departments) are under discussion.

Figure 3.1

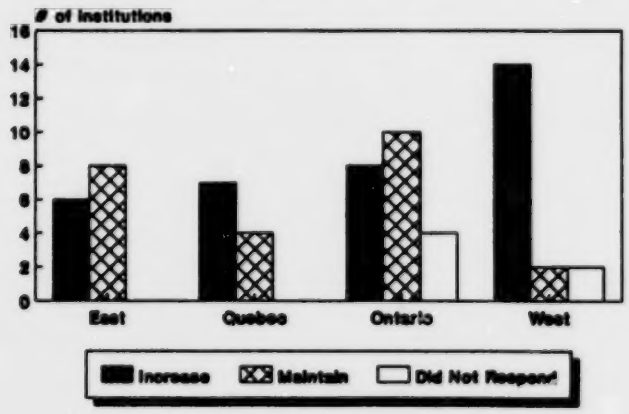
Attempting to Change Number of International Students
By Size of Institution



In terms of geographic location, universities in the West appear to be the most interested in increasing the number of international students. The interest among Western provincial governments, notably that of British Columbia, in the Asia Pacific region may provide a partial explanation for this tendency. Figure 3.2 describes the geographic breakdown in more detail.

Figure 3.2

Attempting to Change Number of International Students
By Region of Institution



Study level: The undergraduate and graduate questionnaires show similar results when asked the same question: no institutions are attempting to decrease overall international student enrolment at either level. Over half reported that they are trying to increase the overall level of international undergraduate and graduate student enrolment.

Findings at the undergraduate and graduate levels do not vary greatly from those at the institutional level when analyzed according to geographic location of institutions. However, institutions in Ontario are considerably more inclined to increase enrolment at the graduate than at the undergraduate level.

When university size is taken into consideration, again there are few differences from results at the institutional level. At the institutional level (Figure 3.1), medium-sized institutions were equally split in terms of increasing or maintaining enrolment. This changed only slightly at the undergraduate level, where there was a somewhat greater inclination among middle-sized establishments to maintain enrolment at current levels. At the graduate level, medium-sized institutions showed a greater desire to increase enrolment.

Departmental level: When asked to show the enrolment trends by discipline, the "Not Applicable" response was indicated by many respondents in both the undergraduate and graduate questionnaires. This is at least partly due to the fact that some disciplines are not offered at all universities. Another explanation appears to be that no general policy is set according to area of study; rather, quality of individual student applicants determines their admissibility to studies. Nevertheless, results (both undergraduate and graduate) are virtually identical to those at the institutional level in one respect: the number of departments reporting any attempts to decrease the number of enrolled international students was virtually nil.

At the undergraduate level, in just over half of the thirty-seven disciplines, more institutions indicated that current efforts aim to maintain, rather than increase, enrolment. In about the same number of disciplines at the graduate level, the respondents are trying to increase, rather than maintain, the numbers of international students.

3.1.1 Enrolment Ceilings

Institutional & Study levels: To confirm whether universities had operationalized efforts to maintain enrolment at current levels, they were asked whether they impose ceilings on international student enrolment. By a large majority in all three

questionnaires, respondents indicated that their institutions do not have an overall ceiling on international student enrolment.

Departmental level: This reaction appears to translate clearly to the discipline-based responses, at both the undergraduate and graduate levels. At the undergraduate level, in almost all disciplines, more institutions reported not having ceilings. In only three disciplines (medicine, dentistry, and pharmacy) did more institutions have ceilings than not have ceilings. At the graduate level, for all disciplines, more respondents reported not having ceilings in effect.

3.1.2 Geographic Origin of Students

Universities were asked to indicate whether they were attempting to increase, decrease or maintain the proportion of international students according to their region of origin. A large number of institutions either indicated "Not Applicable" or did not answer this question at all in any of the three questionnaires. This suggests that many institutions are not attempting to influence, in a systematic fashion, enrolment based on the student's geographic origin.

In all three questionaires, a majority of world regions received more responses in favour of increasing, rather than maintaining, the proportion of international students. Africa and the U.S.A. are the two regions from which the largest number of respondents indicated their interest in increasing the proportion of international students. However, there is undoubtedly considerable interest in other world regions such as the Caribbean, Japan, South America and Western Europe.

It is important to emphasize that conclusions drawn in the above analysis of attitudes towards proportions of international students according to geographic origin cannot be interpreted as an explicit statement of institutional priorities worldwide. They are inferred, rather, from institutions' expressed desire to increase the proportion of international students from certain countries or regions. It seems that in general universities wish to strive to achieve a geographically balanced international student body.

3.2 Geographic Priorities

To find out what university priorities were in geographic terms, respondents were asked to rank in order of priority those countries or regions which they had identified as most important in their marketing efforts. The rate of response to this question was low (under twenty institutions), and many of those who did respond did not clearly prioritize the five geographic regions. Some institutions indicated that they have general priorities

(for example, developing or francophone countries), but were reluctant to list specific regions or countries. Among countries and regions mentioned (in alphabetical order) were Africa, Central America, U.S.A. and Western Europe. However, these are listed as examples only: it would be very difficult, and probably misleading, to draw firm conclusions based on the poor response to this question. At best, it might be suggested that there is an interest in certain countries or regions of the world. Universities tend to base admissions principally or solely on academic merit.

3.3 Preferred International Student Mix: Level of Study

Universities were asked (institutional question 24) to indicate, finally, whether they have particular preferences regarding the level of student to which future promotional efforts should be directed. Over half of the respondents answered that efforts should be made to attract both undergraduate and graduate students. However, if one examines the numbers of universities which articulated a preference for one or the other type of student, the difference between the two is significant: twice as many institutions want to attract graduate students as opposed to undergraduates. This gap is not inconsistent with the difference between the two levels with respect to increasing, decreasing or maintaining numbers and proportions of international students. As noted above, discipline-based responses at the graduate level indicate an inclination towards greater desire to accept more international students.

IV. MARKETING AND PROMOTION ACTIVITIES

In the context of the present study, "marketing and promotion" is used to describe the activities undertaken by universities to attract international students. It is important to underline that such activities may be more highly developed in some institutions than in others. Information on the institution, and the mechanisms and bodies used to disseminate that information, are considered for purposes of this study to be the central elements of this endeavour. Universities may, for example, seek to attract students proactively (e.g., participation in education fairs and recruitment activities) or reactively (responding to telephone and written enquiries).

This section will focus on issues relating to institutions' current and planned marketing and promotional activities. In particular, emphasis will be placed on how effective institutions perceive their own efforts, as well as those of a number of other actors, to be.

A majority of universities have been involved in marketing activities. While opinion tends to be divided on the effectiveness of their overall efforts, it is evident that universities rate the effectiveness and importance of their own initiatives much higher than that of outside bodies, including government. It is felt, nevertheless, that both levels of government should be playing a much more important role in facilitating international student enrolment.

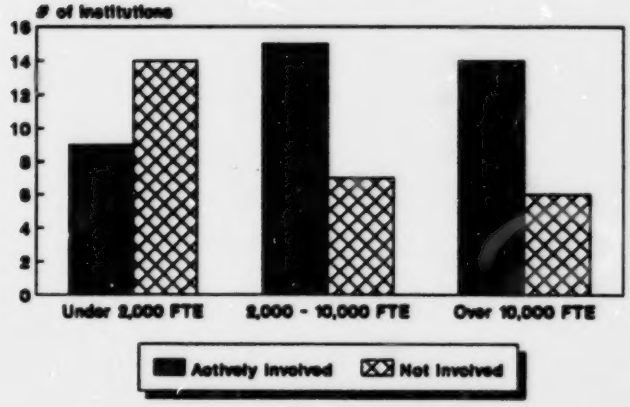
4.1 Current Activities

In institutional question 9, universities were asked whether they had been involved in any activities of a promotional, marketing and recruitment nature in the past three years. Over one-half of the universities indicated that they have been so involved.

The most notable feature of this finding is the under-representation among small institutions. Just over one-third of small institutions reported being engaged in such activities. This compares with twice as many medium and large institutions being involved than not involved. Figure 4.1 demonstrates these differences.

Figure 4.1

Institutions Currently or Recently Involved in Marketing and Promotional Activities By Size of Institution

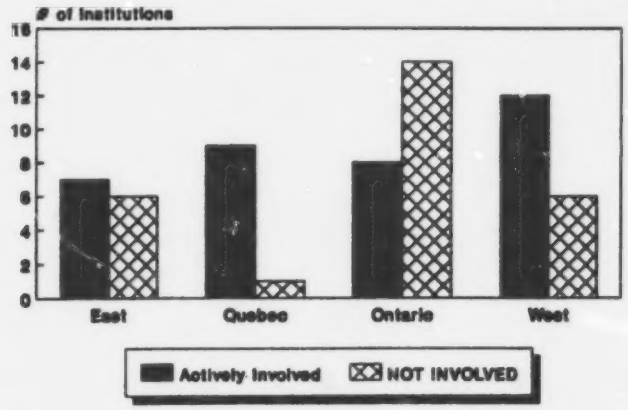


Analysis of the results according to the geographical location of universities shows that in almost all regions the majority of universities have been involved in recruiting, marketing and information-related activities over the past three years. An exception to this trend is Ontario, where less than half of the universities are conducting such efforts. Figure 4.2 below

illustrates this variation.

Figure 4.2

Institutions Currently or Recently Involved
in Marketing and Promotional Activities
By Region of Institution



4.2 Planned Activities

The above analysis is concerned with activities over the past three years. In institutional question 18, those institutions which are not presently involved in a program of marketing activities were asked whether they were considering the establishment of such a program. A majority of institutions which responded to this question are neither planning nor contemplating undertaking such activities. Under 40 per cent reported that a marketing program was under consideration.

As illustrated in Figure 4.3 below, smaller institutions are the least likely to be considering future marketing activities: less than one-third (five) of small institutions presently inactive in this area reported that future marketing activities are under consideration. This compares with twelve small institutions which are attempting to increase international student enrolment (Figure 3.1). It may be suggested that despite the desire to increase international student numbers, lack of resources needed to undertake the marketing initiatives may be a hindrance.

Figure 4.3

Future Marketing Plans
For those Presently Inactive
By Size of Institution

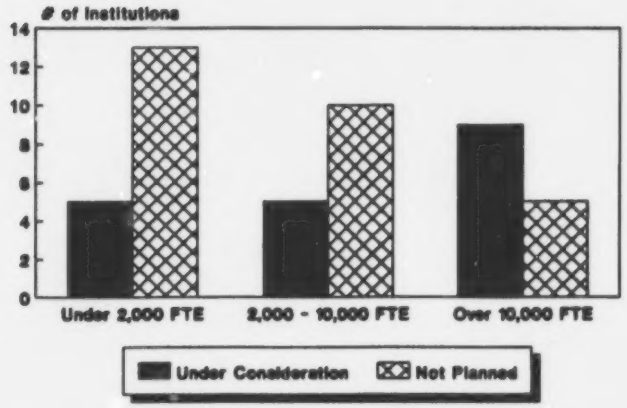
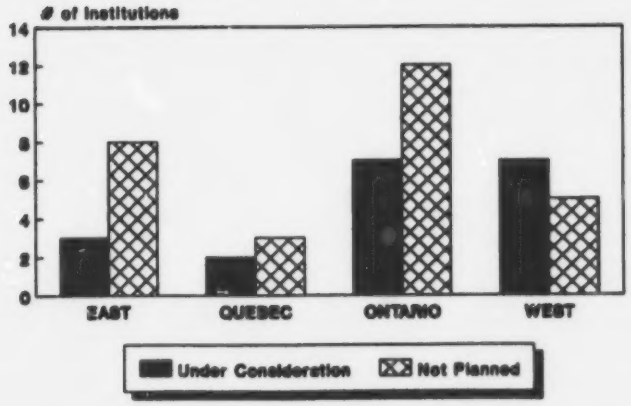


Figure 4.4 below provides a general breakdown of future marketing plans of presently inactive universities, based on their regional location. It is notable that, of all regions, only the West shows a larger number of institutions which are considering plans. This is consistent with the large majority of universities from the West which want to increase international student enrolment (See comments relating to Figure 3.2 above).

Figure 4.4

Future Marketing Plans
For those Presently Inactive
By Region of Institution



4.3 Assessment of Promotional Efforts: General

Respondents of those universities which have undertaken marketing and promotion activities were asked to assess the effectiveness of their overall promotional efforts. Barely ten per cent reported that their efforts have had a visible and important impact on international student enrolment. Most of the remainder felt that their efforts have had slight to moderate effect.

There may be a combination of factors, rather than one single reason, which would explain why institutions have not considered their overall promotional efforts as highly effective. The constraints on international student enrolment discussed earlier in this paper--lack of student financial support, insufficient number of quality candidates and differential fees -- are certainly regarded by many institutions as having a detrimental impact on enrolment figures. While only a possibile explanation, it may be that institutions, particularly if their promotional efforts have been of an ad hoc nature, did not articulate specific enrolment goals and objectives. Thus, evaluation of the efforts may be more difficult.

Nevertheless, when asked to assess the role of external mechanisms and bodies which are also involved in marketing activities, the universities rate their own performance and importance more highly. There is evidence of limited use by the universities of many of these mechanisms and bodies, and of reservations as to their effectiveness and importance. A brief discussion of the institutional assessment of these mechanisms and bodies follows.

4.3.1 Assessment of Selected Mechanisms

Universities which indicated that they have been engaged in marketing and promotion activities were asked to indicate the extent to which they made use of a number of mechanisms in their international marketing efforts. These mechanisms included: international recruiting services, participation in trade fairs, advertising through mass mailing, institutional documentation on funding for international students, overseas alumni groups, information provided through mail or telephone, distribution of documentation through Canadian diplomatic posts abroad, externally-produced directories and other documentation prepared and distributed by external organizations. It seems clear that, among these mechanisms, universities see their own resources as being the most used and most effective, largely to the exclusion of non-university based mechanisms.

Many universities do not extend the bulk of their efforts much beyond one of the above mechanisms: the provision of information through mail or telephone. Externally-produced college/university directories, distribution of documentation through Canadian posts abroad and advertising through mass mailing of brochures designed for the general student population were the next most frequently used mechanisms. It must be stressed, however, that they were considered far less important than provision of information through mail or telephone.[6]

These findings were confirmed in one key respect when institutions were asked to judge the effectiveness of the above mechanisms. The largest number of universities rated information provided through mail or telephone as most effective. Distribution of promotional documentation through Canadian posts abroad and referrals to overseas alumni groups were judged the next most effective mechanism, though again by fewer institutions.

Provision of information through mail or telephone is a mechanism in which universities, by definition, play a key role. In the case of other mechanisms, however, the universities are not the "lead" actors, in the sense that an outside entity's role becomes crucial at a certain stage. For example, while universities may provide calendars and other documentation to Canadian diplomatic posts abroad, it is the posts which subsequently must use these materials and make them available to interested parties. Similarly, the preparation and distribution of documentation by external organizations are mechanisms used in the realm of recruiting, marketing and information provision. Yet neither of these two externally-based mechanisms is used as heavily nor viewed by the universities as effective as information provided through mail or telephone by the institution[7].

---

[6] Readers desiring additional details on the responses to Institutional questions 10 and 11, which deal specifically with provision of information to international students, should consult the aggregate results in Appendix B. Also available, in Appendix C, is a list of publications produced by institutions for the benefit of international students, as well as a brief note on distribution of information by universities.

[7] The provision of information on post-secondary education in Canada to potential international students is the subject of a study recently undertaken by ACCC, AUCC, CBIE and WUSC . Funded by the Department of the Secretary of State of Canada, the study focuses on the bodies (other than universities) which prepare and distribute such information. Readers may wish to note that the present report's findings with respect to information is intended to supplement the inter-agency study.

4.3.2 Assessment of Selected Bodies

Institutional level: Universities were invited to rate the importance of a number of bodies in facilitating higher enrolment of international students. These bodies included faculty members, overseas universities, overseas secondary schools, selected Canadian non-governmental organizations involved with universities, Canadian and overseas placement agencies, the federal and provincial governments and international bodies. What emerges again is that it is the universities themselves which are viewed as most important: informal recruiting by university faculty was given the highest rating.

CIDA[8], the only body in either the federal or provincial governments whose role a significant number of universities judged quite important, received the second highest rating. A footnote of perhaps some interest is that there was little overlap between those universities which market services overseas (institutional question 25), and those which gave the agency a high rating as a facilitator of international student enrolment. However, it may be reasonable to assume that CIDA's funding of scholarships as well as institutional linkages acts as an important catalyst in facilitating international student enrolment.

Study level: Asked the same question at the graduate and undergraduate levels, university representatives generally confirmed the above assessment. At the graduate level, the importance of informal recruiting by faculty appears to be even more pronounced than at the institutional level. Over three-quarters of the respondents rated faculty recruitment very high. CIDA again received the next highest rating. The remainder of the bodies were judged important by considerably fewer universities.

At the undergraduate level, CIDA was felt to be most important by the largest number of respondents. Informal recruiting by faculty, Canadian non-governmental organizations and provincial government offices abroad received as a group the next highest rating.

---

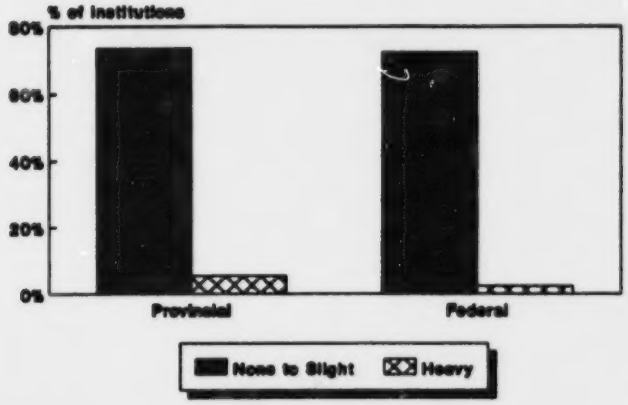
[8] During calendar year 1987, CIDA supported 2332 students (not all in universities) and 1698 trainees in Canada. CIDA, Annual Report 1987-88 (Ottawa: Supply and Services Canada, 1988), p. 152. (Data as of October 1988).

4.4 The Role of Governments

One conclusion which emerges from some of the above analysis is that both the federal (except CIDA) and provincial governments were found to be of limited importance in facilitating higher enrolment of international students over the past three years. When asked to rate the performance of governments, a larger number of institutions have consistently judged the importance of government bodies at the lower end of the scale.

In order to obtain more detailed information on Canadian universities' attitudes towards the federal and provincial governments, institutions were asked in two separate questions to rate the performance of both levels of government in a number of selected activities. These activities included provision of information at overseas posts, funding to universities for overseas marketing, support for expansion of academic programs, scholarship and bursary funding, and policy. As shown in Figure 4.5, there is a widespread view among universities that federal and provincial government involvement in the promotion of international student enrolment in Canada is low.

Figure 4.5
Extent of Present Government Involvement



4.5 Attracting International Students: Who Should Do More?

A number of bodies have at least some involvement in attracting international students to Canadian universities. However, the performance of the majority is not rated high by most institutions. In order to ascertain, therefore, what the universities' expectations of these external bodies are, they were asked to indicate the magnitude of the role which six governmental and non-governmental organizations should play in recruiting international students. If the findings are analyzed

in terms of the number of institutions which indicated the need for an important role, it is possible to acquire a sense of the universities' views and priorities.

This question received a relatively high response rate; over fifty-five institutions assessed each body. What emerges clearly is that most universities feel that the federal and provincial governments and, to a lesser extent, certain other bodies should be playing an important role in facilitating higher enrolment of international students. These findings should be considered particularly in conjunction with the low rating which most universities generally gave both levels of government (except CIDA) in terms of the importance of their contributions over the past three years. It is clear that while universities tend to find that their own marketing, promotion and information-related efforts (i.e., information provided through mail or telephone, informal recruiting by faculty) are effective, they do expect greater imput from certain non-university actors.

V. CANADIAN HIGHER EDUCATION IN A GLOBAL CONTEXT

In this study, Canadian universities have articulated views as to the extent and importance of the role which certain mechanisms and bodies now play and how much certain bodies should take part in specific marketing and promotion-related activities. The objective of this section is to discuss, from a broader policy perspective, the marketing and promotion overseas of the Canadian university system. Specifically, an effort will be made to summarize and analyze the university position on whether as a country Canada should be doing more to promote its universities and colleges as destinations for international students.

5.1 The Performance of Canada and Its Universities and Colleges

In a series of statements concerning the promotion of Canada and its institutions as destinations for international students, universities were asked to rate their own performance and that of Canada as a whole. Their reaction was also sought with regard to the idea of establishing a central mechanism to promote Canadian institutions abroad.

Almost all respondents provided answers to each part of this question. Less than half indicated their agreement with the proposition that Canadian higher education institutions are doing enough in this area (23a). Only one-quarter of respondents agree that Canada as a whole does enough to promote its universities and colleges as destinations for international students (23b).

The moderate-to-low level of concurrence with the above statements stands in contrast to a larger degree of support for

the third statement. About two-thirds of institutions agree with the view that a Canadian body should be designated to promote Canadian educational institutions internationally (23c). However, less than one-third of respondents would be prepared to provide financial support to such a body (23d).

The geographic distribution of responses to the above statements reveals no significant trends. One exception, however, is that of all regions, the West seemed most dissatisfied with the performance of Canadian universities and colleges in promoting Canada as a destination. Similarly, institutions from Ontario and the West were among those which disagreed most frequently with the statement that Canada does enough to promote its universities and colleges.

Nor, overall, is institutional size an important variable in this analysis. However, compared to the small and medium-sized institutions, the large universities were more inclined to be critical of how Canadian universities and the country as a whole are performing.

5.2 Other Institutional Comments

Canadian universities have expressed opinions on a number of important issues raised in the questionnaires, ranging from international student policies, services to students, enrolment levels and constraints, to the role of governments and other bodies in marketing and promotion activities. In addition to highly structured questions, institutions were invited to provide supplementary information and commentary in response to several open-ended questions. These questions asked for views on such issues as how to improve institutional recruitment efforts and, more generally, on the marketing and promotion abroad of Canada's universities and colleges.

Not all institutions availed themselves of the opportunity to provide general comments. Among those which did, it is clear that there were strong feelings about the role of government in promoting our higher education system abroad. The overall negative impact of insufficient government funding on institutional capacity to accept international students remains a concern of undiminished importance to Canadian higher education institutions. Institutions are seeking a level of financing which reflects an awareness, on the part of government, of the benefits to be gained from having foreign students. This translates into a perceived need for increased program funding, more scholarship and bursary assistance, assistance to the families of international students, increased support for recruitment activities, and a more liberally applied policy of differential fee exemptions (if not outright elimination of such fees).

Respondents called for quantitative and qualitative improvements in the information-provision functions of Canadian embassies abroad. Similarly, concern was expressed about immigration regulations -- in particular, the need for a more expedient visa approval process. At least one respondent argued that a number of well-qualified applicants are being discouraged from coming to Canada due to the long visa processing time (in some cases, 3-4 months).

A number of institutional representatives expressed the view that a joint government/university effort is also needed in raising the consciousness and sensibility of the Canadian and university communities towards international students. Some university representatives indicated a desire to use overseas alumni to much greater effect in recruitment efforts. And finally, some smaller regional undergraduate institutions have signalled the need for financial and technical assistance in developing marketing strategies geared to their particular circumstances.

VI. RECOMMENDATIONS

1. Most Canadian universities do not impose overall ceilings on international student enrolment. They are attempting to increase, rather than reduce the overall level of such enrolment. Institutions are interested in attracting both undergraduate and graduate students.
   It is recommended that Canada undertake vigorous coordinated efforts to attract both undergraduate and graduate level students.

2. University representatives feel that both the institutions and the country as a whole should be doing more to promote Canada's higher education system abroad. Their view is that since student numbers impact primarily on the institutions, they should have a key role in how higher education is marketed and promoted abroad.
   It is recommended that any government strategy to market and promote Canada's higher education system abroad be developed only after full consultation with and ongoing participation by Canadian universities.

3. There exists a perception among universities that both levels of government must demonstrate a deeper appreciation of the short- and long-term benefits to Canadian society of international students. Greater effort must also be made to transfer this knowledge to the public at large.
   It is recommended that the federal and provincial governments give explicit policy recognition to the value of international students to Canada as a whole and that resources be made available to promote greater public

(including members of the university community) awareness of this value.

4. A widespread view within the Canadian university community is that a marketing strategy designed to increase the flow of international students to Canada cannot be implemented without resolution of ongoing funding concerns. A sound strategy can only be developed on the basis of a recognition that universities need increased funding for programming, scholarships and infrastructure.
It is recommended that provincial governments allocate, on a priority basis, appropriate funding increases to universities, such funding being an essential prerequisite to the development of a marketing strategy to increase the flow of international students to Canada.

5. Canadian universities view themselves as being the key players in promotional and recruitment activities. Information provided through mail or telephone and informal recruitment by faculty members are currently the most effective means to attract international students to Canadian universities.
It is recommended that both levels of government acknowledge and support the resources, expertise, and current practices of the universities in the area of promotion and marketing. In consultation with the universities, consideration should be given to devising effective means of complementing and enhancing these efforts. Specifically, by providing financial support, governments should promote and facilitate the development of contacts between Canadian faculty and academic colleagues abroad.

6. Canada's universities and degree-granting colleges constitute a diverse community. Some universities feel that their capacity to seek out international students in the most effective manner is inhibited by their smaller size, location, limited resources and lack of technical expertise. They therefore require marketing and promotion assistance to a degree perhaps not required by some of the larger institutions located in urban centres.
It is recommended that if a new marketing and promotion strategy is implemented, it should recognize the complexity and variety of the Canadian university system. Due provision should be made to address the unique problems and needs of small, undergraduate, regional institutions. Where desired by institutions, assistance may also need to be given to plan future institution-level marketing and promotion activities.

7. Universities have called for more and better quality assistance from Canadian diplomatic missions abroad in providing information on Canada's higher education system. They have also expressed concern over the amount of time required to process visa applications. In some cases, delays are perceived as a real impediment to students who might otherwise have come to Canada.

   i) **It is recommended that the federal government give higher priority at the mission level to the creation of a positive image of Canada's higher education system.**

   ii) **It is recommended that greater attention be given to the dissemination of quality information on the Canadian university system. With appropriate assistance by the AUCC, universities should be consulted on the current process of distributing university documentation with a view to identifying problems and how they might be rectified.**

   iii) **It is recommended that both levels of government strive to ensure that staff at diplomatic posts have, or are capable of developing, in depth knowledge of higher education in Canada.**

   iv) **It is recommended that the government consult with the AUCC regarding possible training opportunities for those overseas officers who deal with higher education matters.**

   v) **It is recommended that priority be given to expediting the student visa approval process.**

8. There has been considerable debate over the impact of differential fees on international student enrolment. Those opposed to these fees argue that they are a constraint on enrolment and that they imply a failure to recognize the benefits which accrue to the nation as a whole as a result of the presence of students from abroad.

   Although not raised in the questionnaires, there is some indication that the current practices in some jurisdictions with respect to revenue generated by differential fees are viewed by some institutions as a disincentive to recruitment of international students.
   It is recommended that provincial governments re-examine their policies with respect to the imposition of differential student fees and, in consultation with universities affected, either move towards their elimination or reduction.

   It is further recommended that, while differential fees remain in effect, provincial governments consult with universities on current policies and practices regarding the manner of distribution of differential fee revenues to

the universities, to ensure that this does not act as a disincentive to the recruitment of international students by universities.

9. Lack of adequate support, especially for students (and families) from developing countries, is seen as an important gap in the services currently offered to international students.
It is recommended that the federal and provincial governments make more scholarships and bursaries available to international students in need. Where scholarships and bursaries are not available, wider differential fee exemptions should be introduced.

10. Most Canadian universities have not formally prioritized specific countries or regions of the world according to their importance to marketing and promotion efforts. There is evidence of an interest in increasing enrolment from countries and regions such as the U.S.A., Africa and Europe, as well as more generally, la francophonie and the developing world. However, at present, federally-funded marketing efforts are decided on the basis of individual country policies of a particular government agency or department, rather than from a more globally-oriented perspective.
It is recommended that if a marketing strategy is implemented, it include a global coordination of efforts, based on consultation with the universities.

11. Universities cite the lack of quality candidates as an important constraint on international student enrolment.
It is recommended that professional staff designated as education officers at Canadian diplomatic missions abroad strive to identify high quality candidates and that such students be offered every encouragement to study in Canada.

12. Many universities regard overseas alumni as a potentially valuable resource, and would like to use them to much greater effect in recruitment efforts.
It is recommended that the federal government explore with the university community possible means by which government, through its missions abroad, might usefully collaborate with alumni to the benefit of institutions in Canada.

13. Institutions reported that, in terms of current activity, the AUCC, CBIE, and WUSC are less important than informal recruiting by faculty in facilitating higher enrolment of international students.
It is recommended that representatives of the AUCC, CBIE and WUSC discuss the issue of their respective roles in the

facilitation of international student enrolment and that, in consultation with and the concurrence of the university community, a clearer definition of these roles be formulated.

14. There is evidence of some support for the establishment of a central body to promote Canadian educational institutions abroad. However, there is no indication that a majority of universities strongly support the creation of such a body. **It is recommended that if the establishment of a central marketing body is being contemplated as part of an overall government strategy, such action be undertaken only on the basis of full consultation with and cooperation of the universities.**

VII. CONCLUDING REMARKS

This study has attempted to provide some insight into the environment in which Canadian universities operate with respect to international students. The universities clearly regard the presence of students from abroad as a benefit both to them and the country as a whole. There is a broad consensus, however, that governments must devote more resources to the alleviation of an increasingly strained capacity. The universities also insist that they must retain a central role in the process of attracting students from other countries.

Hosting international students is one of the most important aspects of international cooperation in higher education. Although current discussion focuses on how to enhance Canada's share of worldwide student flows, very little research has been devoted to identifying what are the short and longterm benefits to be gained from student mobility. Further, even in organized schemes, such as scholarship and inter-university exchange programs, limited follow-up on the impact of the programs has been undertaken. With some exceptions[9], little effort has been devoted to finding out more about the students who have studied in Canada and how that experience has affected their lives and careers or those of their fellow Canadian students. While the benefits of hosting international students may seem self-evident to universities and others having specialized knowledge of education in its global context, more should be done to better articulate the nature of these benefits to a wider audience.

---

[9] For example: Department of the Secretary of State Canada and the Canadian Bureau for International Education, The 1988 Survey of International Students in Canadian Universities (Ottawa: 1988).

The imposition of differential fees is a subject which attracts a great deal of debate within Canada. In view of the fact that some universities regard differential fees as a constraint to international student enrolment, their impact and possible removal should be a matter for further discussions between provincial governments and the universities. Provincial policies pertaining to the disposition of differential fee revenues might also be reviewed, to ensure that they do not act as a disincentive to international student enrolment.

Canadian universities have always enjoyed a high level of interaction with counterpart institutions in all regions of the world. However, it is difficult to look to the future without noting the current and planned initiatives of other countries vis-a-vis international students. Canada must consider, for example, the potential impact of Japan's policy to substantially increase her international student population by the year 2000. The implications of this eventuality deserve further study, as do future student flow patterns in other parts of the world.

In the midst of radical transformations in Eastern Europe, Canadian universities are striving to develop existing relationships and build new inter-university ties. They regard such contacts as highly advantageous to students and scholars from both sides of the Atlantic. Canadian institutions possess a high degree of expertise which should not go unrecognized by the federal government as it seeks to develop a responsive and relevant foreign policy for that part of the world. Of course, the very real need to assist the countries of Eastern Europe should not displace our commitment to working in partnership with developing countries to resolve their economic and social problems. Canadian universities have demonstrated their skill and solidarity in this area and will continue to do so.

In Western Europe, the ERASMUS program (European Community Action Scheme for the Mobility of University Students) is a major EC initiative designed to promote intra-Community student mobility. The program has been well received by European universities, and it is not inconceivable that this will result in a decline in the numbers of EC students choosing to study in Canada in future years. However, negotiations are already underway to ensure that certain European Community programs, including ERASMUS, do not result in a closure of European borders. Canada must ensure that no opportunities are lost to our higher education sector.

Information about Canadian universities continues to play a key role in determining whether international students choose to study here. The international project TRACE (Trans-Regional Academic Mobility and Credential Evaluation Information Network) shows promise of addressing the gap in the store of knowledge about university systems, institutions and credentials which is a

key obstruction to international student mobility. It is envisaged that when fully operational in Canada, this network will allow Canadian universities to have access to up-to-date information on overseas educational systems and credentials. Conversely, it will facilitate the transfer abroad of information about Canada's higher education system and its academic programs.

This study has shown that Canadian universities believe in the importance of international academic exchange. Higher education institutions play, and wish to continue to play, a key role in broadening Canadian horizons and contributing to international understanding and cooperation. They look to the public and to governments for the support which is so vital to achieving these goals.

APPENDIX A

List of
Questionnaire Respondents

I - Institutional Questionnaire
UG - Undergraduate Questionnaire
G - Graduate Questionnaire

Acadia University
Mr. D. Green, Registrar (I, UG);
Dr. Michael E. Peach, Director, Graduate Studies and Research (G)

The University of Alberta
Dr. B.L. Evans, Assoc. V-P (Academic) (all three)
Mr. W. Allen, Director, International Centre (all three)

Athabasca University
Mr. Michael Owen, Assistant to the V-P (Academic) (I, UG)
Ms. Normette Katona, Assistant to the President (UG)

Bishop's University
Dr. William A. Shearson, Vice-Principal External & Planning (all three)

Brandon University
Ms. Faye Douglas, Director of Admissions (all three)

Brescia College
Sr. Dolores Kuntz, Principal & Dean (I)

The University of British Columbia
Mr.Larry Sproul, Director, International Liaison (all three)
Mr.Richard Spencer, Registrar (UG)
Dr. Peter Suedfeld, Dean of Graduate Studies (G)

Brock University
Dr. William Matheson, V-P Academic (all three)

The University of Calgary
Dr. Lorna P. Cammaert, Associate V-P (Academic) (all three)

Campion College
Dr. J.G. Schuer, S.J., President (I only)

Camrose Lutheran College
Mr. Erhard Pinno, V-P (admissions & student affairs) (I, UG)

University College of Cape Breton
Mr. Raymond Tennyson, Director, Centre for International Studies (I, UG)

Carleton University
Dr. D. Forcese, V-P (academic) (all three)

Concordia University
Dr. Elizabeth Morey, Acting Director, Council for International Cooperation (all three)
Dr. Manfred Szabo, Dean, Division of Graduate Studies (G)

Dalhousie University
Ms. Julia Eastman, Policy Adviser, President's Office (I, G)
Ms. Judy Reddin, Associate Registrar (I, UG)
Dr. K.T. Leffek, Dean of Graduate Studies (G)

Collège dominicain de philosophie et de théologie
Dr. Michel Gourgues, o.p., Président (I only)

University of Guelph
Dr. L.W. Conolly, Associate V-P. (Academic) (I,UG)
Mr. K. Alnwick, Associate Registrar (I,UG)
Dr. J.B. Derbyshire, Acting Dean of Graduate Studies (G)

Huron College
Dr. Charles J. Jago, Principal

The King's College (Edmonton)
Dr. Henk Van Andel, President

University of King's College
Dr. Patricia Howison, Registrar (provided letter in lieu of questionnaire responses).

Lakehead University
Mr. P.A. Paularinne, Registrar (I, UG)
Dr. Connie H. Nelson, Director, Research and Graduate Studies (G)

Laurentian University
Mr. Jack Porter, Registrar (I. UG, G)
Mr. Padraig Blenkinsor, Coordinator of Student Services (I, UG)

Université Laval
M. Jean-Claude Méthot, Vice-recteur aux études
M. Jacques Parent, Adjoint au vice-recteur à la recherche (Coopération internationale) (I)
Mme. Marie Le May, Direction générale des programmes de ler cycle - Responsable des échanges d'étudiants.
M. Maurice Normand, Directeur adjoint de l'Ecole des gradués

The University of Lethbridge
Dr. David Atkinson, Dean of Student Affairs (all three)

The University of Manitoba
Dr. T.P. Hogan, Associate Vice-president (Programs) (I, UG)
Prof. W.F.W. Neville, Director, Int'l Development office (I, UG)
Dr. K.R. Hughes, Dean of Graduate Studies (G)

McGill University
Ms. Sheila Sheldon-Collyer, Secretary of the Board of Governors and Senate (all three)
Ms. Mariella Johansen, Director, Admissions Office (UG)
Dr. Gordon A. MacIachlan, Vice-principal (research) and Dean, Graduate Studies and Research (G)

McMaster University
Dr. A.C. Heidebrecht, Provost and Vice-president (Academic) (I)
Mr. Doug Weaver, Registrar (UG)
Dr. Chauncey Wood, Dean of the Graduate School (G)

Memorial University of Newfoundland
Mr. Tony Williamson, International Programs Officer
Mr. Maire O'Dea, Deputy Registrar (I)
Ms. Lillian Beresford, International Student Advisor (UG)
Dr. J. Malpas, Dean, School of Graduate Studies (G)

Université de Montréal
M. Lionel Vallée, Directeur, Bureau de la cooperation internationale (all three)

Mount Allison University
Dr. Sheila A. Brown, Vice-president (Academic)
Mr. Jeff Hallett, Director of Admissions (UG)

Mount Saint Vincent University
Dr. Kathryn Bindon, Vice-President (Academic) (all three)

University of New Brunswick
Dr. Don McGiver, International Liaison Officer (I, G)
Mr. Brian Ingram, Registrar (UG)

Nova Scotia Agricultural College
Mr. Victor Saxon, Registrar (I, UG)

Nova Scotia College of Art and Design
Mr. Garry Kennedy, President (G)
Ms. Jane Harmon, Director of Admissions (I,UG)

The Ontario Institute for Studies in Education
Ms. Patricia A. Buitenhuis, Registrar, OISE (I, G)

University of Ottawa
M. Joseph Lloyd-Jones, Vice-recteur adjoint (all three)

Ecole Polytechnique de Montréal
M. J.-P. St-Dizier, Dir. du Service des Etudes Supérieur (I, G)
M. Claude Brissette, Registrar (UG)

University of Prince Edward Island
Dr. I. David Morrison, International Liaison Officer (all three)

Université du Québec
M. Serge Lapointe, Directeur, Bureau de la coopération et du développement international (all three)

Université du Québec en Abitibi-Témiscamingue
M. Norman Murphy, Registrar (I, UG)

Université du Québec- Ecole nationale d'administration publique
M. Louis Borgeat, Dir. de l'enseignement et de la recherche (I, G)

Université du Québec à Chicoutimi
M. Renaud Thériault D.A.S.E (all three)
M. Gilles Caron, adjoint au recteur (all three)

Université du Québec à Hull
M. Jacques Plamandon, Recteur (all three)

Université du Québec à Montréal
M. J.P. Lemasson, Responsable de la coopération internationale (G)

Université du Québec à Trois Rivières
M. Paul-Andre Quintin, Vice-recteur à l'enseignement et à la recherche (all three)

Queen's University at Kingston
Dr. A.R. Eastham, Director, Office of International Programs (I)
Mr. J. Crawford, High School Liaison (I)
Mr. J. Sinnott, Director, International Centre (I)
Ms. Alison Morgan, Registrar (UG)
Dr. C.J. Delisle, Associate Dean (G)
Mr. J. Kalin, Registrar (G)

Redeemer Reformed Christian College
Dr. Justin D. Cooper, Vice-President (Academic) (I, UG)

The University of Regina
Ms. Carole Olive, Administrative Assistant, Graduate Studies

Royal Roads Military College
Dr. John S. Mothersill, Principal (I)

Ryerson Polytechnical Institute
Dr. Dennis R. Mock, VP Academic (I, UG)
Université Sainte-Anne
Mme. Murielle Comeau, Registraire adjointe (I, UG)

Collège universitaire de Saint-Boniface
M. Normand A.R. Dupasquier, Secrétaire général (I, UG)

St. Francis Xavier University
Dr. Bernard Liengme, Registrar

Saint Mary's University
Dr. Joseph Jabbra, V-P (Academic and Research (all three)

Saint Paul University
Mme. Adèle Bolduc, Adjointe au recteur (all three)

St. Thomas More College
Dr. James v. Penna, Acting President

St. Thomas University
Rev. Msgr. George W. Martin, President (I, U)

Saskatchewan Indian Federated College
Mr. R. Ramirez, Director, CIISD (I)

University of Saskatchewan
Mr. Kurt Tischler, Internat'l Student Advisor (I)
Dr. Ken Smith, Registrar (UG)
Dr. Barry D. McLennan, Associate Dean, College of Graduate Studies and Research (G)

Université de Sherbrooke
M. Jacques Carbonneau, directeur, Bureau du registraire (all three)
M. Jean-Pierre Bertrand, adjoint au vice-recteur à l'enseignement (all three)

Simon Fraser University
Dr. Gregg Macdonald, Director, International Cooperation (I, UG)
Dr. Bruce P. Clayman, Dean of Graduate Studies (G)

Technical University of Nova Scotia
Mr. Robert Eagle, Director, International programs (all three)

University of Toronto
Dr. Daniel W. Lang, Assistant Vice-president (Planning) and University Registrar (all three)

Trent University
Mr. Karanga Njoroge, Director of International Program (I)
Ms. Joan Knowles, Admissions Officer (UG)
Ms. Pat Strode, Graduate Studies Officer (G)

Trinity Western University
Dr. Donald M. Page, Vice President (Academic) (I, UG)

University of Victoria
Dr. John J. Jackson, Associate V-P, Research and Administration (I, UG)
Dr. A. McAuley, Dean of Graduate Studies (G)
Dr. B. Howe, Associate Dean (G)

University of Waterloo
Dr. J.A. George, V-P Academic and Provost (I)
Mr. Trevor Boyles, Registrar (UG)
Dr. James Garner, Dean of Graduate Studies (G)

University of Western Ontario
Mr. Gordon Smiley, Assistant V-P (Student Affairs) and Registrar (I, UG)
Dr. Gordon J. Morgenson, Dean of Graduate Studies (G)

Wilfrid Laurier University
Mr. George Granger, Associate Registrar Admissions (I, UG)
Dr. Barry D. McPherson, Dean of Graduate Studies (G)

University of Windsor
Mr. Francis Smith, Registrar (I, UG)

The University of Winnipeg
Dr. Walter Stein, Associate V-P (Academic) (I)
Ms. Linda Simpson, Director, Student Records (UG)

York University
Dr. K.G. Davey, V-P (Academic Affairs) (I)
Mr. J.A.S. McNeil, Director of Admissions (UG)
Dr. Sandra Pyke, Dean of Graduate Studies (G)

APPENDIX B

Institutional Questionnaire

This study will examine the policies of Canadian universities and colleges regarding international students, as well as current interests and activities by these institutions with respect to the recruitment of international students.

Part of the study is being conducted by AUCC, with support from the Department of External Affairs. The results will assist in determining what strategies, if any, are needed to promote Canadian education and training as an attractive and accessible option for overseas students.

This questionnaire is one of three complementary questionnaires being sent to our member institutions. Two others are being sent to representatives of graduate studies (if applicable at your institution) and undergraduate studies.

Please note that your institution's response will be treated confidentially. For reporting purposes, only aggregate data will be used.

For further information, you may contact Eva Egron-Polak, Assistant Director (Academic Relations), International Division or Ken Doiron, Liaison Officer at (613) 563-1236.

Please return completed questionnaires by September 8, 1989 to:

Eva Egron-Polak
Assistant Director
(Academic Relations)
International Division
Association of Universities and
Colleges of Canada
151 Slater Street
Ottawa, Ontario
K1P 5N1

QUESTIONNAIRE

Institutional

Name of Institution:

Name & Position of Respondent(s):

Please answer the following questions by CIRCLING or, where applicable, entering in the space provided, the number that best represents your institution's response. Please type or print responses, where applicable.

I. INTERNATIONAL STUDENT POLICY

1. Does your institution have a written policy regarding international student enrolment? Please circle the number appropriate to your response.

1	Yes (Please enclose copy)	17
2	No (Please go to question 4)	48

2. Is it the aim of this policy to regulate with respect to:

a. Number of international students?

1	Yes	8
2	No	9

b. Ratio of international students to overall enrolment?

1	Yes	8
2	No	9

c. Country of origin?

1	Yes	2
2	No	15

d. Discipline?

1	Yes	3
2	No	14

NOTE: DNR - Did Not Respond
NA - Not Applicable

Whereas NA is a type of response, DNR signifies that the respondent did not answer the question in any way.

3. Please indicate the extent to which the policy is important in influencing international student enrolment at your institution. Please circle the appropriate number.

1	Not important--policy has little or no relevance	1
2	Somewhat important--policy has a contributing role but not a dominant role	7
3	Very important--policy plays a dominant role	3
4	Unable to assess	5

4. Please indicate whether you offer the following services to enrolled international students. Circle the number "1", indicating "Yes", or "2", indicating "No".

Service	Yes	No	DNR	Total
International student office	42	22	1	65
Counselling service	60	5	0	65
Orientation program	49	15	1	65
Scholarship assistance	39	25	1	65
Emergency funding assistance	42	20	3	65
English language training	36	29	0	65
French language training	14	50	1	65
Special housing services	22	42	1	65
Health insurance	36	29	0	65

II. ENROLMENT

5. Overall, is your institution trying to increase, decrease, or maintain the total number of international students? Please circle the number appropriate to your answer.

1	Increase number	35
2	Decrease number	0
3	Maintain number	24
	DNR	6

6. Does your institution have an overall ceiling on total international student enrolment? Please circle the number appropriate to your response.

1	Yes (Please specify)	6
2	No	58
	DNR	1

7. Please indicate whether your institution is attempting to increase, decrease, or maintain the proportion of international students from each of the following regions. Please circle the number appropriate to your response.

Region	Increase	Decrease	Maintain	NA	DNR	
U.S.A.	21	1	9	23	11	65
Central America (including Mexico)	15	0	15	24	11	65
Caribbean	17	0	14	23	11	65
South America	16	0	14	25	10	65
Western Europe	18	0	10	26	11	65
Eastern Europe & USSR	13	0	12	29	11	65
PR China	12	1	18	24	10	65
Hong Kong	6	5	16	28	10	65
Japan	17	0	11	27	10	65
Other Asia	13	1	13	28	10	65
Oceania (including Australia N.Z. & Pacific Islan	14	0	11	29	11	65
Africa	19	0	15	21	10	65
Middle East	13	0	12	29	11	65

8. Please rate, in the context of your current resource base, the importance of the following constraints on international student enrolment at your institution on a scale from "1" to "5". "1" indicates "Not at all Important" and "5" indicates "Very Important". Please circle the number most appropriate to your answer.

Constraint	Not at all Important		to		Very Importan	NA	DNR	Total
Number of quality candidates	8	4	10	15	23	3	2	65
Relevant academic programs	13	4	18	10	18	1	1	65
Physical resources (Plant)	15	8	14	8	14	3	3	65
Teaching staff	21	7	13	10	8	3	3	65
Student financial support	2	1	11	11	36	2	2	65
Support services	10	8	14	15	12	3	3	65
Difficulty in assessing overseas academic credentials	20	11	14	11	4	2	3	65
Difficulty in assessing personal documentation (bank statements, etc.)	27	12	14	4	2	3	3	65
Visa requirements	21	11	11	9	8	3	2	65
Differential fees	10	7	9	8	24	2	5	65

III. PROMOTION, MARKETING & PROVISION OF INFORMATION

9. In the past three years, has your institution been involved in any activities related to recruiting, marketing and providing information to attract international students? Please circle the appropriate number.

1 Yes 38

2 No (please go to question 18) 27

10. In dealing with requests for information regarding programs of study, is your institution's response to those received from foreign countries in any way different from its response to requests from within Canada? Please circle the number appropriate to your response.

1 Yes (please explain) 24

2 No 14

11. If your institution provides documentation specifically for international students, please circle the number appropriate to your response to each of the questions below. (Please provide sample of documentation).

a. Does your institution provide documentation specifically for international students?

1 Yes 30

2 No (please proceed to question 12) 8

b. Is a fee generally charged?

1 Yes (please specify) $ 9

2 No 21

c. Is it available in more than one language?

1 Yes (please specify) 5

2 No 26

d. Is it revised regularly?

1 Yes (please specify frequency) 27

2 No 4

e. Through which office(s) is it distributed? (please specify).

12. If your institution has been involved in any activities related to international recruiting, marketing and providing information in the past three years, please indicate the extent to which the following mechanisms have been used. Please circle the number between "1" and "5" which best represents your answer, "1" indicating "Not used at all" and "5" indicating that it is "Used Heavily".

Mechanism	Not Used At All ...			to ...	Used Heavily	DNR	Total
International recruiting services	31	6	0	0	1	27	65
Participation in education/ trade fairs & missions	17	10	10	1	0	27	65
Advertising through mass mailing of institutional brochures, catalogues and publications designed specifically for int'l students (please provide samples)	27	3	3	4	1	27	65
Advertising through mass mailing of brochures, catalogues and publications designed for general student population, containing parts devoted to int'l students (please provide samples)	21	4	7	1	5	27	65
Institutional documentation on funding for int'l students (please provide samples)	26	3	4	1	1	30	65
Screening of films & videos	23	9	5	1	0	27	65
Referrals to overseas alumni groups	18	11	7	1	1	27	65
Information provided through mail or telephone	2	3	8	12	13	27	65
Distribution of promotional documentation through Canadian posts abroad	7	16	9	0	6	27	65
Externally-produced College/ University directories (please specify titles)	14	7	7	5	3	29	65
Other documentation prepared & distributed by external organizations (please specify titles)	24	5	1	1	1	33	65

13. Please rate the overall effectiveness of the mechanisms used to inform and attract international students in the past three years. Circle the number most appropriate to your answer, "1" indicating "Not Effective" and "5" indicating "Very Effective". Please circle "6" (Not applicable) if the mechanism is not used at your institution.

Mechanism	Not Effective At All ...			to ...	Very Effective	NA	DNR	Total
International recruiting services	2	4	2	1	0	29	27	65
Participation in education/ trade fairs & missions	3	9	4	3	1	17	28	65
Advertising through mass mailing of institutional brochures, catalogues & pubs. designed specifically for international	3	2	5	3	1	24	27	65
Advertising through mass mailing of general brochures, catalogues & pubs. designed for general student population, containing parts devoted to international students	2	7	6	1	3	19	27	65
Institutional documentation on funding for international students	2	1	8	2	0	24	28	65
Screening of films & videos	4	3	8	0	1	22	27	65
Referrals to overseas alumni groups	2	5	6	4	3	16	27	65
Information provided through mail or telephone	0	2	12	12	9	3	27	65
Distribution of promotional documentation through Canadian posts abroad	4	9	9	1	7	7	28	65
Externally-produced college/university directories	2	7	10	5	1	12	28	65
Other docs. prepared & distributed by external organizations	6	6	3	0	0	22	28	65

14. If your institution has been involved in recruiting, marketing and information-related activities, has it identified certain regions of the world as priorities for attracting international students? Please circle the number appropriate to your response.

1 Yes 17

2 No 19

15. If your institution has identified priority regions, please rank the five most important regions in order of their importance to your institution's marketing efforts. "1" indicates that the region is the most important, "5" indicates that the region is the fifth most important. Please place the appropriate number in the spaces provided.

Region	Rank
U.S.A.	Insufficient Response
Central America (including Mexico)	Insufficient Response
Caribbean	Insufficient Response
South America	Insufficient Response
Western Europe	Insufficient Response
Eastern Europe & USSR	Insufficient Response
PR China	Insufficient Response
Hong Kong	Insufficient Response
Japan	Insufficient Response
Other Asia	Insufficient Response
Oceania (including Australia N.Z. & Pacific Islands)	Insufficient Response
Africa	Insufficient Response
Middle East	Insufficient Response

16. Please assess the effectiveness of your institution's overall efforts in promoting itself to international students. Circle the number that best represents your response.

1	No effect -- no evident impact on enrolment	2
2	Slight effect -- marginal impact on enrolment	14
3	Moderate effect -- some impact on enrolment	17
4	Strong effect -- visible & important impact on enrolment	4

17. If applicable, please describe some possible measures that might improve the effectiveness of your institution's recruitment efforts.

18. If your institution is not presently involved in a program of marketing activities to attract international students, please indicate whether such a program is under consideration. Please circle the appropriate number.

1	Marketing activities are being planned for implementation within twelve months.	1
2	Marketing activities are under consideration	19
3	Marketing activities are not planned, nor under consideration	28
	DNR	17

19. Please assess, on a scale from "1" to "5", the importance of the following bodies in facilitating higher enrolment of international students in your institution over the past three years. Circle the appropriate number, "1" indicating "Not at all Important" and "5" indicating "Very Important".

Body	Not Important At All ...				Very Important ... to	NA	DNR	Total
Informal recruiting by faculty	5	10	19	15	10	5	1	65
Overseas universities	21	16	12	7	3	5	1	65
Overseas secondary schools	36	12	8	3	0	5	1	65
AUCC	17	17	14	10	1	4	2	65
CBIE	19	14	15	8	3	4	2	65
WUSC	14	18	14	11	2	4	2	65
Overseas placement agencies	49	6	4	1	0	4	1	65
Can. private sector placement agencies	49	4	4	2	0	4	2	65
Provincial government								
- publicity material	35	10	9	2	0	5	4	65
- ministry services in support of int'l activities	33	8	10	4	2	5	3	65
- gov't offices overseas	25	16	11	7	1	4	1	65
Government of Canada								
- Ext. Aff. Trade Commissioners	40	13	4	2	0	4	2	65
- Ext. Aff. Academic Relations Div	33	17	5	4	0	4	2	65
- Canadian posts abroad	23	20	6	10	0	4	2	65
- CIDA	12	7	20	12	8	4	2	65
- Industry, Science & Technology	41	10	6	2	0	4	2	65
Int'l bodies	27	16	7	4	3	4	4	65

20. Please indicate, on a scale from "1" to "5", the extent of involvement of your provincial government in promoting international student enrolment at your institution over the past three years. "1" indicates "None"; "2" indicates "Slight"; "3" indicates "Moderate"; "4" indicates "Heavy"; and "5" indicates "Not Applicable". Please circle the number most appropriate to your response.

Activity	None	Slight	Moderate	Heavy	NA	DNR	Total
Information at overseas posts	29	16	4	7	4	5	65
Funding to univ's for overseas marketing	51	4	1	2	4	3	65
Support for expansion of academic progs.	42	10	5	0	3	5	65
Scholarship/bursary funding	40	7	7	5	3	3	65
Provincial Policy	27	13	11	4	6	4	65

21. Please indicate, on a scale from "1" to "5", the extent of involvement of the Government of Canada in promoting international student enrolment at your institution over the past three years. "1" indicates "None"; "2" indicates "Slight"; "3" indicates "Moderate"; "4" indicates "Heavy"; and "5" means "Not Applicable". Please circle the number most appropriate to your response.

Activity	None	Slight	Moderate	Heavy	NA	DNR	Total
Information at overseas posts	14	33	8	2	3	5	65
Funding to univ's for overseas marketing	48	7	2	0	4	4	65
Support for expansion of academic progs.	42	9	5	0	4	5	65
Scholarship/bursary funding	24	18	9	6	4	4	65
Federal Policy	20	20	13	0	6	6	65

22. Please indicate, on a scale from "1" to "5", the magnitude of the role each of the following bodies should play in recruiting international students. "1" indicates "Very Limited Role" and "5" indicates "Very Large Role". Please circle the number most appropriate to your answer.

Body	Very Limited Role ...			to ...	Very Important	NA	DNR	Total
AUCC	6	14	17	10	11	3	4	65
CBIE	3	14	11	19	11	2	5	65
WUSC	5	14	22	8	7	2	7	65
Private sector	15	20	10	8	3	3	6	65
Provincial government	7	10	13	17	12	3	3	65
Federal government	3	6	13	20	18	2	3	65

23. The following statements have been made on the subject of attracting international students to Canada. Please indicate whether you "agree strongly", "agree slightly", "disagree slightly" or "disagree strongly". For each statement, please circle the number most appropriate to your response.

a. " Canadian universities and colleges are doing enough to promote Canada as a destination for international students."

agree strongly	agree slightly	disagree slightly	disagree strongly	DNR
9	18	16	18	4

b. " Canada as a nation does enough to promote its universities and colleges as destinations for international students."

agree strongly	agree slightly	disagree slightly	disagree strongly	DNR
4	12	17	28	4

c. " A Canadian body should be designated to promote Canadian educational institutions internationally."

agree strongly	agree slightly	disagree slightly	disagree strongly	DNR
22	21	7	10	5

23. (CONT'D)

d. " Canadian universities and colleges should give financial support to a Canadian body which would promote Canadian education internationally."

agree strongly	agree slightly	disagree slightly	disagree strongly	DNR
5	15	19	22	4

24. To which of the following do you think future promotional efforts should be primarily directed? Please circle the number most appropriate to your answer. Circle "4" if you feel that no such efforts are required.

1	attracting graduate students	17
2	attracting undergraduate students	7
3	attracting both graduate and undergraduate students equally	32
4	No promotional efforts required	6
	DNR	3

25. Has your institution been engaged in the marketing overseas of any of the following educational services during the past three years? Please circle the number appropriate to your answer, "1" indicating "Yes", "2" indicating "No".

	Yes	No	DNR
English as Second Language programs	15	47	3
French as Second Language programs	10	52	3
Short-term training	26	36	3
Project evaluation	16	45	4
Distance	14	48	3
Curriculum design	17	45	3

26. This is the end of the formal portion of the survey. We invite you to add any comments you have regarding the future direction which should be taken in the marketing and promotion of Canada's universities and colleges internationally.

END OF QUESTIONNAIRE

THANK YOU FOR YOUR CO-OPERATION!

Undergraduate Studies Questionnaire

This study will examine the policies of Canadian universities and colleges regarding international students, as well as current interests and activities by these institutions with respect to the recruitment of international students.

Part of the study is being conducted by AUCC, with support from the Department of External Affairs. The results will assist in determining what strategies, if any, are needed to promote Canadian education and training as an attractive and accessible option for overseas students.

This is is one of three complementary questionnaires being sent to our member institutions. Two others are being sent to senior representatives of your institution and, if applicable, to graduate studies.

Please note that your institution's response will be treated confidentially. For reporting purposes, only aggregate data will be used.

For further information, you may contact Eva Egron-Polak, Assistant Director (Academic Relations), International Division or Ken Doiron, Liaison Officer at (613) 563-1236.

Please return completed questionnaires by September 8, 1989 to:

Eva Egron-Polak
Assistant Director
(Academic Relations)
International Division
Association of Universities and
Colleges of Canada
151 Slater Street
Ottawa, Ontario
K1P 5N1

QUESTIONNAIRE

Undergraduate Studies

Name of Institution:

Name & Position of Respondent(s):

Please answer the following questions CIRCLING or, where applicable, entering in the space provided the number that best represents your answer. Please type or print responses, where applicable.

1. Is your institution trying to increase, decrease, or maintain the current overall level of international undergraduate student enrolment. Please circle the appropriate number.

1	Increase number	31
2	Decrease number	0
3	Maintain current level	26
	DNR	2

2. Does your institution have overall ceiling on undergraduate level international student enrolment? Please circle appropriate number.

1	Yes (Please specify)	7
2	No	52

3. Please indicate whether enrolment ceilings for international graduate students are in effect at the departmental level. "1" means "Ceiling Exists" and "2" means "No Ceiling". Please circle "3" ("Not Applicable") if no such discipline is offered at your institution. (NOTE: The disciplines listed below are based on the Statistics Canada classification system.)

Discipline	Ceiling Exists	No Ceiling	NA	DNR	Total
Education					
Elementary - Secondary Teacher Training	7	32	18	2	59
Educational Administration & Organization	3	21	33	2	59
Fine and Applied Arts					
Fine Art	3	28	26	2	59
Music	2	32	22	3	59
Industrial Design	0	4	54	1	59
Humanities and Related					
Journalism	1	6	51	1	59
Library Science	0	4	54	1	59
Linguistics	1	26	30	2	59
Translation & Interpretation	0	15	42	2	59
Social Sciences and Related					
Commerce, Management, Business Admin.	7	38	13	1	59
Economics	5	43	10	1	59
Law	4	15	39	1	59
Public Administration	1	21	36	1	59
Resource Management & Planning	2	16	39	2	59
Social Work	3	23	32	1	59

3. (CONT'D)

Discipline	Ceiling Exists	No Ceiling	NA	DNR	Total
Agricultural & Biological Sci.					
Biochemistry	3	32	22	2	59
Plant Science	2	21	34	2	59
Soil Science	1	12	45	1	59
Animal Science	1	14	41	3	59
Food & Nutrition, Dietetics	3	11	44	1	59
Veterinary Sciences	3	4	51	1	59
Engineering and Applied Science					
Architecture	3	10	45	1	59
Chemical Engineering	9	17	32	1	59
Civil Engineering	10	18	30	1	59
Electrical Engineering	10	19	28	2	59
Mechanical Engineering	10	19	29	1	59
Forestry	0	7	50	2	59
Health Profs & Occupations					
Dentistry	7	3	48	1	59
Medicine	12	3	43	1	59
Nursing	7	19	32	1	59
Optometry	2	3	52	2	59
Pharmacy	5	3	27	24	59
Mathematics & the Physical Sciences					
Chemistry	4	41	12	2	59
Computer Science	6	43	9	1	59
Mathematics	4	42	11	2	59

3. (COND'D)

Discipline	Ceiling Exists	No Ceiling	NA	DNR	Total
Oceanography	0	7	51	1	59
Physics	4	40	13	2	59

4. Please indicate, for each of the following disciplines whether your institution is currently trying to change the number of international graduate students enrolled. "1" indicates "Increase Number"; "2" indicates "Decrease Number"; "3" indicates "Maintain Number"; "4" indicates "Not Applicable". Please circle the number appropriate to your answer.

Discipline	Increase	Decrease	Maintain	NA	DNR	Total
Education						
Elementary - Secondary Teacher Training	13	0	17	22	7	59
Educational Administration & Organization	6	0	12	34	7	59
Fine and Applied Arts						
Fine Art	10	0	12	30	7	59
Music	10	0	14	28	7	59
Industrial Design	0	0	2	49	8	59
Humanities and Related						
Journalism	0	0	3	49	7	59
Library Science	1	0	1	50	7	59
Linguistics	5	0	14	33	7	59
Translation & Interpretation	2	0	5	45	7	59
Social Sciences and Related						
Commerce, Management, Business Admin.	17	0	17	18	7	59

4. (CONT'D)

Discipline	Increase	Decrease	Maintain	NA	DNR	Total
Economics	15	0	21	16	7	59
Law	1	0	10	41	7	59
Public Administration	7	0	13	32	7	59
Resource Management & Planning	6	0	6	40	7	59
Social Work	10	0	10	31	8	59
Agricultural & Biological Sciences						
Biochemistry	12	0	13	27	7	59
Plant Science	9	0	6	38	6	59
Soil Science	6	0	2	45	6	59
Animal Science	5	0	5	43	6	59
Food & Nutrition, Dietetics	5	0	3	45	6	59
Veterinary Sciences	2	0	4	46	7	59
Engineering and Applied Science						
Architecture	4	0	4	44	7	59
Chemical Engineering	8	0	10	34	7	59
Civil Engineering	8	0	12	32	7	59
Electrical Engineering	7	0	14	31	7	59
Mechanical Engineering	7	0	14	31	7	59
Forestry	3	0	2	46	8	59
Health Professions & Occupations						
Dentistry	0	0	3	49	7	59
Medicine	0	0	6	46	7	59
Nursing	5	0	10	37	7	59

4. (CONT'D)

Discipline	Increase	Decrease	Maintain	NA	DNR	Total
Optometry	0	0	2	50	7	59
Pharmacy	0	0	4	48	7	59
Mathematics & the Physical Sciences						
Chemistry	20	0	13	19	7	59
Computer Science	17	0	18	17	7	59
Mathematics	17	0	16	19	7	59
Oceanography	2	0	2	48	7	59
Physics	18	0	13	21	7	59

5. Please indicate whether your institution is attempting to increase, decrease, or maintain the proportion of international graduate students from each of the following regions. "1" indicates "Increase Proportion"; "2" indicates "Decrease Proportion"; "3" indicates "Maintain Proportion"; "4" indicates "Not Applicable". Please circle the number appropriate to your response.

Region	Increase	Decrease	Maintain	NA	DNR	Total
U.S.A.	21	0	10	19	9	59
Central America (including Mexico)	14	0	16	20	9	59
Caribbean	17	0	14	19	9	59
South America	16	0	14	20	9	59
Western Europe	16	0	13	21	9	59
Eastern Europe & USSR	13	0	12	25	9	59
PR China	14	0	17	19	9	59
Hong Kong	8	4	15	23	9	59
Japan	16	1	10	23	9	59

5. (CONT'D)

Region	Increase	Decrease	Maintain	NA	DNR	Total
Other Asia	11	1	15	23	9	59
Oceania (incl Australia (N.Z. & Pacific Is	14	0	11	25	5	59
Africa	18	0	15	17	9	59
Middle East	14	0	15	21	9	59

6. Please rate the importance of the following constraints on international graduate student enrolment at your institution on a scale from "1" to "5". "1" means "Not at all Important" and "5" means "Very Important". Please circle the number appropriate to your response.

Constraint	Not at all Important		to		Very Important	NA	Total
Number of quality candidates	10	0	11	13	21	4	59
Relevant academic programs	19	3	11	10	15	1	59
Insufficient institutional promotion overseas	11	8	8	11	15	6	59
Physical resources (Plant)	12	7	12	6	16	6	59
Teaching staff	19	5	11	9	9	6	59
Student financial support	1	1	10	14	31	2	59
Support services	9	10	11	14	10	5	59
Difficulty in assessing overseas academic credentials	22	12	12	4	5	4	59
Difficulty in assessing personal documentation (bank statements, etc.)	23	14	11	6	1	4	59
Visa requirements	21	10	11	5	9	3	59
Differential fees	8	5	10	9	21	6	59

7. Please rate, on a scale from "1" to "5" the importance of the following bodies' contributions during the past three years to the enrolment of international graduate students in your institution. "1" indicates "Contribution Not at all Important" and "5" indicates "Contribution Very Important". Please circle the number "6" if the body's activities are inapplicable to your institution.

Body / Contribution	Not at all Important			to	Very Important	NA	DNR	Total
Informal recruiting by faculty	6	20	14	12	3	2	2	59
Overseas universities	22	13	10	6	1	5	2	59
Secondary schools overseas	27	12	11	3	0	4	2	59
AUCC	15	11	16	7	2	5	3	59
CBIE	16	10	15	8	4	4	2	59
WUSC	10	12	17	12	2	4	2	59
Overseas placement agencies	40	7	4	2	0	4	2	59
Canadian private sector placement agencies	40	6	4	2	0	5	2	59
Provincial government								
- publicity material	24	14	12	3	1	3	2	59
- ministry services in support of international activities	27	11	9	6	1	3	2	59
- government offices overseas	22	15	5	11	0	4	2	59
Government of Canada								
- Ext Affs Trade Commissioner	30	12	6	3	0	5	3	59
- Ext Affairs Academic Relations Div.	26	15	6	4	0	5	3	59
- Canadian posts abroad	16	19	11	5	1	4	3	59
- CIDA	8	12	11	14	9	3	2	59
- Industry, Science & Technol	30	13	5	2	0	5	4	59
International bodies	20	18	6	6	0	5	4	59

8. Please use this space to provide any other comments regarding international graduate student enrolment at your institution or, more generally, the marketing and promotion internationally of Canada's universities and colleges.

END OF QUESTIONNAIRE

THANK YOU FOR YOUR CO-OPERATION!

Graduate Studies Questionnaire

This study will examine the policies of Canadian universities and colleges regarding international students, as well as current interests and activities by these institutions with respect to the recruitment of international students.

Part of the study is being conducted by AUCC, with support from the Department of External Affairs. The results will assist in determining what strategies, if any, are needed to promote Canadian education and training as an attractive and accessible option for overseas students.

This is is one of three complementary questionnaires being sent to our member institutions. Two others are being sent, respectively, to senior representatives of your institution and undergraduate studies.

Please note that your institution's response will be treated confidentially. For reporting purposes, only aggregate data will be used.

For further information, you may contact Eva Egron-Polak, Assistant Director (Academic Relations), International Division or Ken Doiron, Liaison Officer at (613) 563-1236.

Please return completed questionnaires by September 8, 1989 to:

Eva Egron-Polak
Assistant Director
(Academic Relations)
International Division
Association of Universities and
Colleges of Canada
151 Slater Street
Ottawa, Ontario
K1P 5N1

QUESTIONNAIRE

Graduate Studies

Name of Institution:

Name & Position of Respondent(s):

Please answer the following questions by CIRCLING or, where applicable, entering in the space provided the number that best represents your answer. Please type or print responses, where applicable.

1. Is your institution trying to increase, decrease, or maintain the current overall level of international graduate student enrolment. Please circle the appropriate number.

1	Increase number	26
2	Decrease number	0
3	Maintain current level	18
	DNR	3

2. Does your institution have overall ceiling on graduate level international student enrolment? Please circle appropriate number.

1	Yes (Please specify)	3
2	No	43
	DNR	1

3. Please indicate whether enrolment ceilings for international graduate students are in effect at the departmental level. "1" means "Ceiling Exists" and "2" means "No Ceiling". Please circle "3" ("Not Applicable") if no such discipline is offered at your institution.
(NOTE: The disciplines listed below are based on the Statistics Canada classification system.)

Discipline	Ceiling Exists	No Ceiling	NA	DNR	Total
Education					
Elementary - Secondary Teacher Training	0	22	23	2	47
Educational Administration & Organization	1	22	22	2	47
Fine and Applied Arts					
Fine Art	0	13	32	2	47
Music	1	13	31	2	47
Industrial Design	0	4	41	2	47
Humanities and Related					
Journalism	2	3	40	2	47
Library Science	0	7	38	2	47
Linguistics	0	18	27	2	47
Translation & Interpretation	0	6	39	2	47
Social Sciences and Related					
Commerce, Management, Business Admin.	2	24	19	2	47
Economics	0	27	18	2	47
Law	0	14	31	2	47
Public Administration	1	15	28	3	47
Resource Management & Planning	0	17	28	2	47
Social Work	0	15	30	2	47

3. (CONT'D)

Discipline	Ceiling Exists	No Ceiling	NA	DNR	Total
Agricultural & Biological Sci.					
Biochemistry	0	25	20	2	47
Plant Science	0	19	26	2	47
Soil Science	0	13	32	2	47
Animal Science	0	14	31	2	47
Food & Nutrition, Dietetics	0	10	34	3	47
Veterinary Sciences	1	5	38	3	47
Engineering and Applied Science					
Architecture	0	9	35	3	47
Chemical Engineering	1	15	29	2	47
Civil Engineering	1	19	25	2	47
Electrical Engineering	1	20	24	2	47
Mechanical Engineering	1	20	24	2	47
Forestry	0	8	37	2	47
Health Profs & Occupations					
Dentistry	3	5	36	3	47
Medicine	4	9	31	3	47
Nursing	1	12	31	3	47
Optometry	0	4	40	3	47
Pharmacy	0	9	35	3	47
Mathematics & the Physical Sciences					
Chemistry	0	27	18	2	47
Computer Science	2	25	18	2	47
Mathematics	0	24	21	2	47

3. (COND'D)

Discipline	Ceiling Exists	No Ceiling	NA	DNR	Total
Oceanography	0	9	34	4	47
Physics	0	27	18	2	47

4. Please indicate, for each of the following disciplines whether your institution is currently trying to change the number of international graduate students enrolled. "1" indicates "Increase Number"; "2" indicates "Decrease Number"; "3" indicates "Maintain Number"; "4" indicates "Not Applicable". Please circle the number appropriate to your answer.

Discipline	Increase	Decrease	Maintain	NA	DNR	Total
Education						
Elementary - Secondary Teacher Training	10	0	7	23	7	47
Educational Administration & Organization	9	0	7	25	6	47
Fine and Applied Arts						
Fine Art	7	0	2	32	6	47
Music	6	0	5	30	6	47
Industrial Design	1	0	1	39	6	47
Humanities and Related						
Journalism	2	0	2	38	5	47
Library Science	3	0	2	37	5	47
Linguistics	5	0	7	29	6	47
Translation & Interpretation	2	0	1	38	6	47
Social Sciences and Related						
Commerce, Management, Business Admin.	11	0	9	19	8	47

4. (CONT'D)

Discipline	Increase	Decrease	Maintain	NA	DNR	Total
Economics	11	1	9	20	6	47
Law	5	0	4	31	7	47
Public Administration	8	0	6	27	6	47
Resource Management & Planning	8	0	4	28	7	47
Social Work	7	0	5	28	7	47
Agricultural & Biological Sciences						
Biochemistry	11	0	9	20	7	47
Plant Science	5	0	9	26	7	47
Soil Science	7	0	3	30	7	47
Animal Science	5	0	5	30	7	47
Food & Nutrition, Dietetics	5	0	3	33	6	47
Veterinary Sciences	4	0	1	36	6	47
Engineering and Applied Science						
Architecture	4	0	3	33	7	47
Chemical Engineering	8	1	5	28	5	47
Civil Engineering	8	0	9	25	5	47
Electrical Engineering	9	0	8	25	5	47
Mechanical Engineering	7	0	9	25	6	47
Forestry	4	0	2	35	6	47
Health Professions & Occupations						
Dentistry	2	0	3	36	6	47
Medicine	2	0	7	32	6	47
Nursing	3	0	6	31	7	47

4. (CONT'D)

Discipline	Increase	Decrease	Maintain	NA	DNR	Total
Optometry	2	0	1	38	6	47
Pharmacy	3	0	3	35	6	47
Mathematics & the Physical Sciences						
Chemistry	13	0	9	19	6	47
Computer Science	10	0	12	19	6	47
Mathematics	12	0	7	22	6	47
Oceanography	2	0	1	36	8	47
Physics	13	0	9	19	6	47

5. Please indicate whether your institution is attempting to increase, decrease, or maintain the proportion of international graduate students from each of the following regions. "1" indicates "Increase Proportion"; "2" indicates "Decrease Proportion"; "3" indicates "Maintain Proportion"; "4" indicates "Not Applicable". Please circle the number appropriate to your response.

Region	Increase	Decrease	Maintain	NA	DNR	Total
U.S.A.	17	0	5	18	7	47
Central America (including Mexico)	13	0	7	20	7	47
Caribbean	12	0	10	19	6	47
South America	18	0	5	17	7	47
Western Europe	17	0	5	18	7	47
Eastern Europe & USSR	11	0	9	20	7	47
PR China	11	2	11	17	6	47
Hong Kong	5	4	12	20	6	47
Japan	14	1	6	20	6	47

5. (CONT'D)

Region	Increase	Decrease	Maintain	NA	DNR	Total
Other Asia	12	2	6	21	6	47
Oceania (incl Australia (N.Z. & Pacific Is	12	0	7	22	6	47
Africa	21	0	4	16	6	47
Middle East	10	0	12	18	7	47

6. Please rate the importance of the following constraints on international graduate student enrolment at your institution on a scale from "1" to "5". "1" means "Not at all Important" and "5" means "Very Important". Please circle the number appropriate to your response.

Constraint	Not at all Important			to	Very Important	NA	Total
Number of quality candidates	4	2	9	16	14	2	47
Relevant academic programs	7	4	9	12	13	2	47
Insufficient institutional promotion overseas	10	6	10	12	5	4	47
Physical resources (Plant)	10	4	12	8	11	2	47
Teaching staff	10	6	9	7	13	2	47
Student financial support	2	1	5	7	30	2	47
Support services	9	11	9	9	7	2	47
Difficulty in assessing overseas academic credentials	10	12	14	7	2	2	47
Difficulty in assessing personal documentation (bank statements, etc.)	15	14	10	4	2	2	47
Visa requirements	10	11	11	6	6	3	47
Differential fees	12	2	5	4	22	2	47

7. Please rate, on a scale from "1" to "5" the importance of the following bodies' contributions during the past three years to the enrolment of international graduate students in your institution. "1" indicates "Contribution Not at all Important" and "5" indicates "Contribution Very Important". Please circle the number "6" if the body's activities are inapplicable to your institution.

Body / Contribution	Not at all Important			to	Very Important	NA	DNR	Total
Informal recruiting by faculty	0	4	6	24	11	0	2	47
Overseas universities	8	8	13	11	2	2	3	47
Secondary schools overseas	25	5	3	0	1	10	3	47
AUCC	9	11	9	6	7	3	2	47
CBIE	11	12	10	5	3	4	2	47
WUSC	10	9	11	6	6	3	2	47
Overseas placement agencies	23	8	7	1	1	5	2	47
Canadian private sector placement agencies	27	8	4	2	0	4	2	47
Provincial government								
- publicity material	18	12	8	4	1	2	2	47
- ministry services in support of international activities	19	8	7	7	2	2	2	47
- government offices overseas	16	10	7	7	2	3	2	47
Government of Canada								
- Ext Affs Trade Commissioner	20	12	4	3	0	5	3	47
- Ext Affairs Academic Relations Div.	15	12	7	3	3	4	3	47
- Canadian posts abroad	11	10	14	5	2	2	3	47
- CIDA	3	3	10	14	14	1	2	47
- Industry, Science & Technol	19	11	10	1	1	2	3	47
International bodies	12	8	12	8	3	1	3	47

8. Please use this space to provide any other comments regarding international graduate student enrolment at your institution or, more generally, the marketing and promotion internationally of Canada's universities and colleges.

END OF QUESTIONNAIRE

THANK YOU FOR YOUR CO-OPERATION!

APPENDIX C

Documentation Used by Canadian Universities[1] to Inform and Attract International Students

Concordia University:

i) International Student Information & Application Form (Undergraduate Studies)
ii) International Student Handbook (Dean of Students Office)
iii) Give Wings to Your Imagination, Handbook 1989
iv) Pre-Departure Guide for International Students (Dean of Students Office)
v) Airport Pickup & Temporary Accommodation Assistance Program
vi) Travel Partners Programme
vii) General information letter to international students

Université Laval:

i) General information letter to applicant.
ii) Guide de l'admission à l'usage des candidats non québecois.

Université de Montréal:

i) Renseignements à L'intention des candidats étrangers
ii) Letter to international students concerning financial assistance
iii) Vers l'Université de Montréal (1 & 2)
iv) L'Université de Montréal (brochure)

Mount Saint Vincent University:

i) Peterson's Guide

Université du Québec:

i) Guide pour étudiants non québecois (1989-90)
ii) Régime des Etudes de Premier Cycle
iii) Régime des Etudes Avancées

Université du Québec à Trois Rivières:

i) Venir Etudier au Québec (1989-90)
ii) Guide Pour Etudiants non Québecois
iii) Vous voulez étudier au Québec (brochure)
iv) Admission aux Etudes de Premier Cycle
v) Génie et Sécurité au Travail

---

[1] This list does not represent an exhaustive account of documentation used by Canadian universities. It is based solely on questionnaire responses and information provided by institutions.

Queen's University:

i) Information for Prospective Queen's Students
ii) Living in Canada: A Handbook for Int'l Students

University of Regina:

i) Peterson's Guide
ii) Commonwealth Universities Yearbook
iii) AUCC Guide to Awards
iv) Undergraduate Admission Information for International Applicants
v) General Information to prospective graduate students from outside of Canada
vi) Introducing the University of Regina

Université de Sherbrooke:

i) Droits de Scolarité pour Etudiants Etrangers

University of Victoria:

i) Admissions Handbook
ii) International Students' Resource Guide to U Vic (1989-90)
iii) An International House at the University of Victoria
iv) Study English on the Pacific Coast of Canada

University of Waterloo:

i) Notice of Non-discriminatory Policy as to Students
ii) Undergraduate Admission for Foreign Applicants

University of Western Ontario:

i) Peterson's Guide (undergraduate)

Wilfrid Laurier University:

i) Letter to international applicant
ii) Information for Foreign Students
iii) Programs Offered and Entry Points
iv) Formal letter of acceptance to international student, including information on costs and other matters

York University:

i) Financial Aid for Foreign Students (York University)
ii) Peterson's Guide
iii) Commonwealth Universities Yearbook

Note on Provision of Documentation (Institutional question 11):

Of those institutions which responded to this question, a large majority indicated that they provide documentation specifically for international students. Most do not charge a fee for this service, although few provide documentation in more than one language. In general, institutions judge it important to update their information regularly.

Of the thirty-three institutions which indicated the office through which documentation is distributed, over eighty per cent reported that information was at least partly provided through the Registrar's or Admissions Office.

Just under half of the respondents indicated that they distribute information through their international centres/liaison office/ or international student offices.

Responses also indicate that among institutions having graduate level programs, the faculty or school of graduate studies distributes documentation to international students. Over one-quarter of respondents fell into this category.

Among the other distribution outlets reported (one reported per institution) were a VP Student Services, a Dean's Office, research administration/ extension department, some departments, CREPUQ and the Delegation of Quebec.

It should be noted that many of the above outlets are not mutually exclusive at any given institution. A number of institutions reported combinations of outlets (for example, Registrar's office, Admissions and International Student Office; Admissions and Graduate Studies; Registrar's Office and Graduate Studies etc.).